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ABSTRACT

A study was designed to develop a model that would describe the development of commitment to the administration profession in vocational-technical education and the degree to which it might be found among the individuals who possess it. Study participants were 197 administrators from 63 postsecondary vocational-technical institutions identified from "The College Blue Book" (1981). A questionnaire collected information on basic background and these career and professional variables: career decisions, career preparation, professional competencies, professional values, professional commitment, and professional satisfaction. It was hypothesized that: (1) there would be no difference among administrators based on background variables; (2) there would be no difference among administrators for the career and professional variables; (3) there would be little difference among administrators for the relationship between professional commitment and the career and professional variables; and (4) there would be no difference between administrators with and without teaching load in the career and professional variables. Results indicated that: most administrators had education-related majors; had much teaching and administration experience; were involved in upgrading or inservice education three to four days a year; stood neutral concerning professional values; on the average, were confident about professional competencies; were highly committed to their profession and on the average were satisfied with their profession. Administrators showed differences in career decisions and professional preparation. Highly committed administrators had significantly higher professional confidence and satisfaction. (The questionnaire and correspondence are appended.) (YLB)

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THE PENNSYLVANIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

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FINAL REPORT

DEVELOPING A MODEL FOR ANALYZING ADMINISTRATORS' PROFESSIONAL COMMITMENT IN PENNSYLVANIA POSTSECONDARY VOCATIONAL TECHNICAL SCHOOLS

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PROJECT NUMBER
83-4010

THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

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DISCLAIMER

This activity was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare through the Pennsylvania Department of Education (PDE), Bureau of Vocational Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, Pennsylvania Department of Education (PDE), or the Bureau of Vocational Education and no official endorsement should be inferred.

ABSTRACT

This study was designed to develop a model which would describe the development of commitment to the administration profession in vocational technical education and the degree to which it might be found among the individuals who possess it.

This research identified 63 postsecondary vocational technical institutions from The College Blue Book (1981) as the target schools. Administrators in these schools were then selected for this study, and categorized as follows: President/Director, Vice-President/Assistant Director, Director/Dean of Education, Director/Dean of Faculty and Student Affairs, Director/Dean of Academic Affairs, Director/Dean of Continuing and Adult Education, Division/Department Head, and Other.

The questionnaire used in this study included seven parts: Part A presented questions which were used to obtain basic background information; Part B presented questions about career decisions; Part C presented questions about preparation for a career; Part D presented questions about professional competencies; Part E presented questions about professional values; Part F presented questions about commitment toward profession; and Part G presented questions about satisfaction toward the profession.

A pilot study was conducted using 26 volunteer faculty and graduate students in the Division of Occupational and Vocational Studies of The Pennsylvania State University. The results of the pilot study indicated that the adapted instrument was quite reliable, with a coefficient alpha index of reliability equal to .951.

Based on the analysis of data, the following results were found:

1. Most administrators made their career decision while working as a teacher, or never made a career decision.
2. There are three main reasons that caused administrators to make the decision to be an administrator: to use their abilities (38.7%), to be helpful to others (20.2%), and to be a leader (15.3%).
3. The later the administrator made a career decision, the higher the "highest educational level attained."
4. Most of the administrators had education related majors, but those who did not have a related major accounted for 35.7% of the total population in this study.
5. With an average 47.6 of years of age, the administrators in general had much experience: 12.8 years of teaching experience, 14.7 years of administrative experience, and 8.1 years of experience in the present position. This implies a high mixture of experience between teaching and administration.
6. Administrators were involved in up-grading or inservice education about three to four days in a year. If they did not have such experience, it was because programs were not available to them.
7. Most of the administrative positions required a master's degree plus or a doctoral degree. Most of the administrators did have the required degree.
8. Administrators stood neutral toward their profession concerning professional values.

9. On the average, administrators feel very confident about their professional competencies.
10. Those teaching administrators who taught during the 1983-1984 academic year had significantly higher teaching experience than those administrators who do not teach during the same period of time.
11. The administrators were highly committed to their profession.
12. On the average, the administrators were satisfied with their profession.
13. Those administrators with education related were significantly more committed to their profession than those with somewhat or no related majors.
14. The administrators showed differences in career decisions and professional preparation.
15. The developed (theoretical) model was supported by the post-hoc model. The regression analysis indicated that the theoretical model was accurate with regard to professional confidence and professional satisfaction among the administrators.
16. The highly committed administrators had significantly higher professional confidence and professional satisfaction than those who showed low commitment.

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CHAPTER 1

INTRODUCTION

The desired product of this study is a validated model for analyzing administrators' professional commitment. The study focuses on the relationships between professional commitment, professional preparation, professional confidence, and professional values. For a better understanding of professional commitment, the study is also designed to determine the relationship between professional commitment and professional satisfaction. Simply stated, the model (Figure 1) designed for this study postulates administrators' stage-by-stage evolution of commitment. To illustrate this, five stages are set out in a developing order which implies connection between stages.

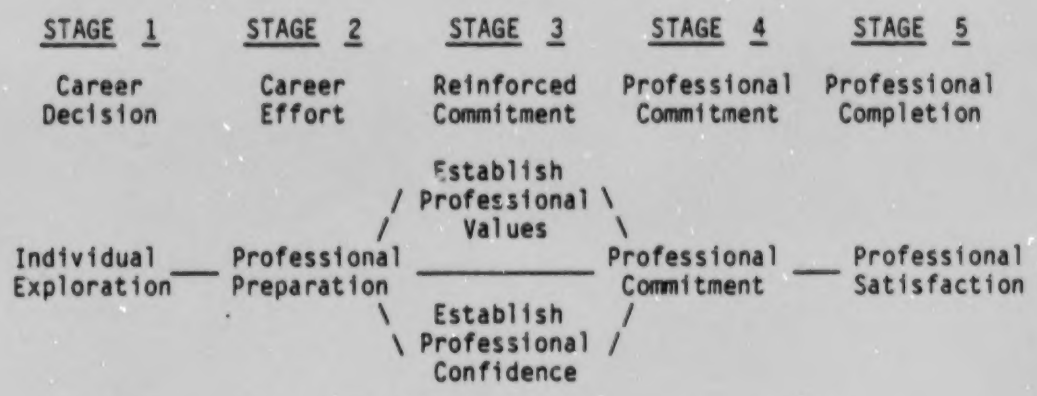

Figure 1: Model illustrating stages in achieving professional commitment

Purpose of the Study and Research Hypotheses

This study is designed to gain a better understanding of the professional commitment of individuals who are responsible for the leadership of postsecondary vocational technical education programs. It consists of four objectives:

1. To identify the background information of school administrators in postsecondary vocational technical schools.
2. To determine administrators' professional commitment in postsecondary vocational technical schools in terms of: a) individual exploration, b) professional preparation, c) professional values, d) professional confidence, and e) professional satisfaction.
3. To assess whether there is a linear relationship between professional commitment and other related factors of the model.
4. To compare the professional commitment of administrators with and without teaching load.

The study has the following null hypotheses:

H1 : There is no difference in professional commitment among postsecondary vocational technical school administrators based on:

1. Age
2. Sex
3. Service area
4. Highest educational level attained
5. Years of teaching experience
6. Years of administration experience
7. Educational major
8. Educational level their position requires

H2 : There is no difference in career decision, professional preparation, professional values, professional confidence, professional commitment and professional satisfaction among postsecondary vocational technical school administrators.

H3 : When analyzed using regression analysis, there will be a less than a .05 level of significance in the relationship between the professional commitment scores of administrators of postsecondary vocational technical schools regarding:

1. Time elapsed since career decision
2. Years of professional preparation
3. Professional confidence
4. Professional values
5. Professional satisfaction

H4 : There will be no difference in questionnaire results between administrators with and without teaching load in their:

1. Career decision
2. Professional preparation
3. Professional confidence
4. Professional values
5. Professional commitment
6. Professional satisfaction

Definition of Terms

Administrators: The persons who facilitate superordinate-subordinate relationships by allocating and integrating roles and facilities in order to achieve the goal of a social system. This study classified administrators into eight positions:

President
Vice-President
Director (Dean) of Education
Director (Dean) of Faculty and Student Affairs
Director (Dean) of Instructional Resources
Director (Dean) of Academic Affairs
Director (Dean) of Continuing and Adult Education
Department Head

Professional Commitment: The dedication or devotion of an administrator to the profession.

Professional Confidence: The confidence administrators feel or experience through their daily performance.

Professional Preparation: Formal preparation, including: schooling, education major, work and administration experience; and informal preparation such as: workshops, conferences, and seminars.

Professional Satisfaction: A pleasurable or positive emotional state, resulting from the appraisal of one's profession; it can only be achieved when one is deeply committed to one's profession.

Professional Values: Values perceived as important by the administrators. In this study, values have been categorized to include the terms: a) financial reward; b) occupational movement, status, and recognition; c) interpersonal relationships with fellow professionals; d) occupational competitiveness; e) self-development; f) opportunity vs. security; and g) sense of duty.

Postsecondary Vocational Technical Schools: The College Blue Book (1981) listed 397 institutions in Pennsylvania, and among those

were only 63 (public and private) schools offering vocational technical programs. In this study, the administrators from these 63 schools were selected as the target population.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature which relates to the relationship between postsecondary vocational technical school administrators and their commitment. This review has been divided into the following categories:

1. Model Development
2. Professional Commitment
3. Factors Affecting Professional Commitment
4. Instrument Validation
5. Summary of the Review of Related Literature

Model Development

What is a model? How is a model developed? What is its value? What is its use in educational administration? These are the questions needing clarification.

Defining a Model

Good (1959) in the Dictionary of Education defines model as:

> a likeness that aids one in understanding a structure or a process, used by scientists when the phenomena studied would otherwise be indescribable or incomprehensible. (p. 371)

Szasz (1957) defines model as:

> the structure or function of a mechanism whose workings are familiar with the structure or functions of another which is less well understood. (pp. v,vi)

Deutsch (1952) classified models according to the four functions they can serve: organization, heuristic, predictive, and measuring. The organizing function of the model facilitates the ordering and relating of disjointed data and the showing of associations not previously revealed. As a heuristic device, a model may lead to the discovery of new facts and new methods. The predictive function facilitates forecasting on a rational basis through the observation of interrelated phenomena. As a measuring device the model provides a means of quantification of the system under study. (pp. 356-357)

De Greene (1970, p. 10) noted that "models are analogies ranging from physical operating devices with definite shapes to block diagrams, figures, and computer programs. Models are valuable in explaining natural phenomena and can be applied to system development for purposes of conceptualization, research analysis, collecting design data, testing and evaluation."

Lippitt (1973, p. 2) noted that "a model is a symbolic representation of the various aspects of a complex situation or event and their interrelationships. The model serves as an aid to understanding the event or situation under study."

Each of these statements defining a "model" is an attempt to be practical and generalizable. Each differs from other in degree of abstractness, but each is hypothesized as being potentially capable of explaining all conditions in a great variety of specific situations.

Drawing upon the above definitions, and for the purposes of this study, the model is defined as a description, a collection of statistical data, an analogy used to help visualize, or as a theoretical projection in detail of a possible system of human relationships.

How a Model is Developed

The building of a model is modeling; modeling expedites problem solving due to the capability of involving conceptualized factors through visualized thinking. The skill of modeling is basically the process of conceptual elaboration and visual enrichment of the problem under study.

De Greene (1970), Silvern (1971), and Kast and Rosenzweig (1970) developed models for model building. Each of these models contain the essential elements of model design -- abstraction of a real-world problem, tentative model construction, feed back mechanisms, model evaluation, model revision, and model validation. Ideas from each of the three models, development sequences were used in construction of the model for this study.

The Value of a Model

Lippitt (1973) lists several advantages of the use of a model as a planning instrument:

1. Models allow experimentation without risk.
2. Models are good predictors of system behavior and

performance.

3. Models promote a deeper understanding of a system.
4. Models permit the relative significance of various factors to be determined.
5. The model indicates the type and amount of data which should be collected and analyzed.
6. The model permits consolidation of the problem as a whole. (pp. 79-83)

Knezevich (1969, p. 529) viewed models as being a significant intellectual tools for probing, describing, and comprehending complex phenomena. He observed that the use of models in educational administration has been painfully slow. Knezevich stressed the fact that models are needed for better understanding of the activities and behavior of professional personnel, the allocation of resources for the support of schools, the coordination of administrative echelons, information processing, and decision making. Further, he stated that:

> Inaccurate models are better than none for the effort demonstrates a concern for creating a conceptual framework and progressing beyond empiricism. Models are essential in doctoral level research. (p. 537)

It can be seen that the chief value of a model is that it enables one to ask questions and it offers clues as to how the questions can be answered. (Griffiths, 1959, p. 43)

Use of Models in Educational Administration

Models have a wide and varied use in educational administration. During the 1920's and early 1930's, the dominant thought in

administration was to set up "models" (Campbell & Gregg, 1957, p. 105). A Comprehensive Dictionary of Psychological and Psychoanalytic Terms (English & English, 1965) points out many uses of the term, "model." Some are in line with common usuage, others more in line with scientific usuage.

> 1. a small copy of the real thing. 2. that which is to be copied, esp. an ideal or perfect form of something. -- Syn. pattern. 3. a physical device that shows how something works (a working model), or that displays the relationships of parts of a whole (e.g., a model of the solar system). . . . 4. a description of a set of data in terms of a system of symbols, and the manipulation of the symbols according to the rules of the system. The resulting transformations are translated back into the language of the data, and the relationships discovered by the manipulations are compared with the empirical facts. (p. 326)

The fourth meaning above is probably the most precise and theoretically significant meaning in educational administration.

Getzels (1958, pp. 150-165) presented a model from both the idiographic (personal) and nomothetic (normative) dimensions (see Figure 2). In his model, each term on each of the two axes is the analytic unit for the term preceding it. The social system, for example, is defined by its institutions, each institution, by its constituent roles, and each role by its expectations. The general equation for his model is:

$$B = f (R * P)$$

where B is observed behavior, R is institutional role, and P is the personality of the particular role incumbent.

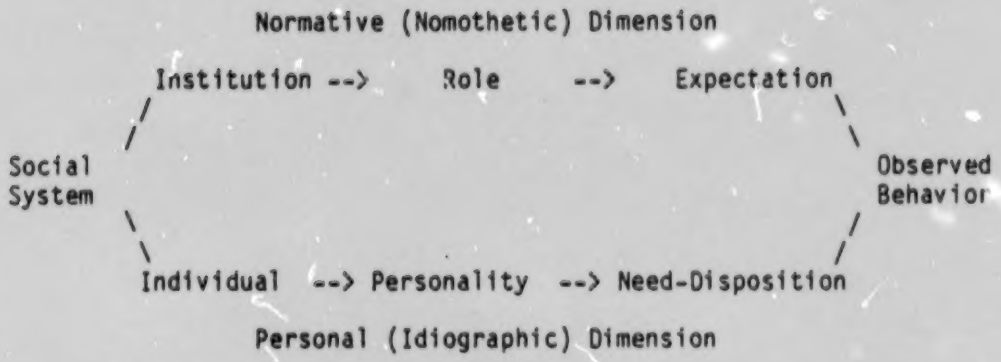

Figure 2: The normative and personal dimensions of social behavior (Adapted from Getzels, J. W., and Guba, E. G. Social behavior and the administrative process. School Review, 1957, 65, p. 429)

Getzels, Lipham, and Campbell (1968) explained:

> It must be understood that any theoretical formulation is a selective abstraction from reality and as such an over simplification. . . . A number of potentially significant variables have necessarily been omitted. But it is wiser in our opinion to know that one has explicitly omitted certain elements in an analysis than to believe foolishly that he has dealt or can deal equally with all the elements, which in fact it is impossible to do at the current stage of conceptual and methodological development. The hope of course is, . . . that from the consideration of these admittedly incomplete formulations may come more inclusive and satisfactory formulations. (p. 107)

Getzels et al. (1968) later indicated that a model serves the purpose of providing a framework in which to discuss administrative behavior.

Professional Commitment

Commitments involve beliefs which may turn out to be true or false, and which are based on ideas which are themselves external to the society, conceptual system, or whatever it is in our life. Kiesler (1971, p. 48) defined commitment as "the degree to which one is bound to or tied to some behavior." A person can never be just 'committed.' The person must always be committed to 'something' or 'somebody'; it is based on personal experience and beliefs that there is 'something' or 'somebody' very important to life. Trigg (1973, p. 43) noted: "The fact that our commitments can never be 'free-floating' but are always directed means that there must be a propositional element lurking behind every commitment." This indicates that a person must have some conception of what to be committed.

Klein and Ritti (1980), in their book Understanding Organizational Behavior, emphasized the importance of commitment. They noted:

> The loss of commitment . . . is far more serious than what is implied by a "loss of morale." It pervades the organization and can reduce effectiveness in almost every sphere of activity. (p. 142)

Loftis (1962) developed the Measure Of Professional Commitment (MOPC). She examined and classified elements of professional commitment into seven categories:

1. Self understanding
2. Social relations
3. Creativity
4. Autonomy

5. Rationality
6. Ambition
7. Non-fanaticism

This research examines Loftis' MOPC and selected the items with .400 and above item-total-correlation-coefficients as questions to ask administrators regarding their commitment.

While conducting the review of literature, it was found that most of the research related to professional commitment concerned teaching occupations, especially in home economics. Also, the review shows that professional commitment, if examined in relation to professional establishment, has been assumed instead of highlighted in a hypothesis. For example, Warriner (1970) based his study on the following assertions:

> . . . (2) that for professionals in any given profession the loyalty to the local institution is a function of the work organization (department) defined by a) use of professional criteria for evaluation of competence, and b) the degree of autonomy given the professional; and (3) that for professionals in any given work organization, the degree of professional commitment is a function of the strength of the professional establishment for that profession. (p. iii)

Both assertions have been proven in later studies. Landry (1977), for instance, has supported that professional commitment can be built under certain criteria. Zorn (1978) and Buchanan (1974), in their respective studies, both confirmed that there is a significant positive relationship between job security and professional commitment.

Regarding professional commitment in education and/or educational administration, the literature review revealed works by: Aired

(1982), Anthony (1971), Bland (1981), Huang (1976), Kang (1981), and Mannon (1972). Their findings are summarized in the following statements:

1. Personal factors such as type of educational setting, teaching responsibilities, teaching levels, school location, number of students, age, certification status, level of academic preparation, marital status, years of teaching experience, income, length of employment, job security and personal concept all contribute to professional commitment.
2. Organizational factors such as educational policy, the degree of organizational participation, and organizational atomosphere could have an effect on the establishment of professional commitment.

Professional commitment not related to management and/or business organization has been addressed by Evans (1977, pp. 77-94), Fox and Staw (1979, pp. 449-471), Staw (1976, pp. 27-44), Staw and Fox (1977, pp. 431-450), Staw and Ross (1978, pp. 40-64) whose findings are summarized in following statements:

1. Individuals may become committed to a course of action in order to justify their past behavior to both themselves and other parties within an organization.
2. Regardless of any need to justify commitment, individuals may also learn that consistency in action is a desirable leadership strategy.
3. As job insecurity and policy resistance increase, so does commitment to a previously chosen course of action.

4. Individuals may process information differently after a failure as opposed to a success experience, and this differential processing may account for differences in commitment to policy decisions.
5. Persons commit the greatest amount of resources to a previously chosen course of action when they are personally responsible for negative consequences.

Factors Affecting Professional Commitment

Through the review of related literature, it was found that there are many factors contributing to the establishment of professional commitment. This research has categorized all factors under five main areas: individual exploration, professional preparation, professional confidence, professional values, and professional satifaction.

Individual Exploration

Koch (1977) stated that commitments, evidently made early in the initiation stage, affected what happened when implementation began. Middlemist and Hitt (1981, p. 242) noted that "implementing decisions is much easier when individuals are satisfied and committed to the decisions." Cohen, Fink, Gadon, and Willits (1980) noted:

> To make a choice is to make a commitment. How one does or does not seem to follow from what is known about human growth and development that active choice resulting in active commitment tends to foster maturation of the self-concept. (p. 191)

Further, he noted:

> Important choices always involve some measure of risk to the self. Fear of taking risk can lead to fear

> of making important choices. And making a commitment usually involves some degree of risk regarding one's ability to live up to that commitment. Therefore, fear of disappointing others can lead to avoidance of commitment. (p. 192)

Rosenberg (1957) stated that:

> "big" decisions . . . which involve very long-term commitments, which influence our chance for living full, rich, satisfying lives, which influence our thoughts, feelings, and actions for years to come. One of these "big" decisions is marriage . . . . Another is choosing one's life work . . . . (p. 1)

He explained that "the selection of a particular kind of work has important implications both for the individual and for the total society" (p. 1). Therefore an individual's career decision has important implications both for society and for one's future life activity and satisfactions. Further, a person usually makes this decision on the basis of a very vague and tenuous knowledge of the relevant facts. Rosenberg noted:

> In the first place, the individual tends to be unclear about his own talents, since many of these can only find expression in actual occupational practice. Secondly, he can only make a more or less well-founded guess concerning the sorts of skills and talents which will be needed in the society of the future. Finally, his picture of the requirements and rewards of an occupation is seldom based on the foundation of actual experience; more often it represents a series of haphazard impressions gained from diverse sources. Thus, faced with a vast variety of occupations from which to choose, and possessing an inadequate knowledge of himself, future social needs, and occupational requirements and rewards, the individual is compelled to make his own single decision which, he realizes, is life-long in its implications. (p. 3)

Administrators, who have passed early career decision stages and who have experienced problems as they made their final decision to be

an administrator, are a good information source for prospective administrators. This study questions administrators about their early experience related to career decision stages to determine when they made the decision; why they made the decision and with whose help.

Professional Preparation

Shartle (1952) defines professions as:

> Occupations that predominantly require a high degree of mental activity by the worker and are concerned with theoretical or practical aspects of complex fields of human endeavor. Such occupations require for the proper performance of the work either extensive and comprehensive academic study or experience of such scope and character as to provide an equivalent background, or a combination of such education and experience. (p. 119-120)

Thus, an occupation can be classified as a profession only when it meets the following criteria:

1. Exclusivity through restricted entry
2. Dedication
3. Extended preparation
4. Esoteric knowledge
5. Acceptance of a particular code of ethics and practices
6. Autonomy of the occupation

Administration is a profession which needs long-term involvement and practice. Administrators must possess specific knowledge, education, and experience; but they also need appropriate attitudes, dedication, and commitment. Therefore, it is difficult to provide an exact curriculum for administrators.

Norton (1977) stated that:

> The improvement and expansion of effective programs of vocational education at the local level requires the preparation of increasing numbers of new administrators who are competent in the complex and unique skills necessary to successfully direct vocational programs. It is also essential that current and future administrators of vocational education receive frequent upgrading of their skills in order to develop and manage vocational education programs that are relevant and responsive to the constantly changing needs of both the individual and society. In many states, the supply of competent local leaders of vocational education has been inadequate to meet increasing demands for them. And, in many states the need for upgrading the skills of present administrators has gone unmet.
>
> The effective education of local administrators has been hampered by at least four major problems:
>
> 1. The complex and unique skills required to successfully direct vocational programs.
> 2. The limited knowledge of the competencies currently needed by local administrators of vocational education.
> 3. The limited availability of high quality competency-based instructional materials for use in the preservice and inservice preparation of vocational administrators.
> 4. The limited educational opportunities available for the preservice and or inservice preparation of secondary and postsecondary vocational administrators in most states. (pp. 1-2)

This research is interested in questioning administrators about their present educational level, certification, their educational major, experiences in general and their opportunity for up-grading or inservice education. From these responses, a determination of the current status of preparation problems in relation to postsecondary

vocational technical school administrators could be established.

Professional Confidence

An administrator must deal with many specific types of knowledge. Some of those types are very important to vocational administrators. The Center for Vocational Education at The Ohio State University identified 166 important daily administrative tasks according to the following guidelines:

1. Program planning, development, and evaluation
2. Instructional management
3. Student services
4. Personnel management
5. Staff development
6. Professional relations and self-development
7. School-community relations
8. Facilities and equipment management
9. Business and financial management

The Southern States Cooperative Program in Educational Administration published the book Better teaching in school administration (1955), and in this was stated: "competency in educational administration results when an individual exhibits behavior that enables him to perform a particular administrative task in the most desirable manner" (p. 46).

This research used the most important 2[illegible] competencies as ranked by vocational administrators and published in The identification and national verification of competencies important to secondary and postsecondary administrators of vocational education (Norton, 1977) as a basic to ask how competent administrators felt in performing these daily tasks.

Professional Values

Administration is one of the most basic of social activities. The fact that administration always functions within a network of interpersonal or, more broadly, social relationships makes the nature of this network a crucial factor in the administrative process. Thus, the study of administration must be put within the most general context of interpersonal or social behavior -- that is, the given social system.

It was recognized that in many instances the designation of a task and the choice of a method of performing it depended upon a value base which an individual might possess. The performance of any task invariably necessites exercising perticular skills, abilities, and understanding which an individual had to possess. It was also recognized that this value base which penetrated an individual's behavior was actually a theory of educational administration (Southern States Cooperative Program in Educational Administration, 1955).

Adequate conceptions of administration cannot be developed without a clearly formulated value framework to serve as a basis, and a value framework cannot be developed without some personal understanding of the nature of the things involved. Campbell and Gregg (1957) stated that:

> The administrator needs to know the historical development and the role of the profession of administration in human organization. He should develop a framework of the professional values which set educational administration apart as a new profession. This framework should be consistent,

> comprehensive, and workable, and should include theory elements, job elements, and know-how elements. An understanding of the tasks of educational administration, such as maintaining constructive community relationships, improving educational opportunity, obtaining, developing, and improving personnel, and providing and maintaining funds and facilities, is essential. The goal here is to bring socially desired practice in administration into greater congruence with actuality as seen by outside observers and by the man on the job. (p. 428)

The educational administrator needs a sensitivity to the climate of opinion and to the psychology of people. He should have a high value for freedom of thought and inquiry. He should understand current trends in technological change and their meaning for human resource needs and utilization. He needs a knowledge of population composition and growth. He should be aware of evolutionary developments pertaining to the expansion and centralization of government, of nongovernment institutions in our society, and of education. He should grasp the implications of these developments for the schools and their relationships with the community. Further, he must be able to utilize all the social disciplines. He should be at the forefront in putting all these basic social disciplines into practical application (Quehl, 1978).

Therefore, a distinct policy concerning administrative values is necessary for each vocational technical institution. To achieve this there needs to be a distinct framework of values in which educational administration can operate. The values that are frequently used largely unstated and unintellectualized, and they are frequently used without intellectual discrimination. The system of administrative

values heavily relies upon "common sense" in their daily application by administrators. Consequently, the values system lacks a "logical" dimension, and this makes the establishment of professional values a unique problem. Further, an organismic type of integration can not be achieved to include all the major values of our culture. Integration could be achieved only with the use of a single value system. This research categorizes values of professionalism according to the following guidelines:

1. Financial reward
2. Occupational movement, status and recognition
3. Interpersonal relationship
4. Occupational competitiveness
5. Self-development
6. Opportunity vs. security
7. Sense of duty
8. Among many others

These guidelines, originally developed by Kilpatrick, Cummings, and Jennings (1964), contain 30 items. These items were applied as questions to ask administrators regarding how strongly they value their profession.

Professional Satisfaction

Satisfaction may be an important determinant of commitment, especially in administrators. The satisfaction found in a profession combines many aspects of need fulfillment. Schaffer (1953) defined 12 need areas for professional workers as follows:

1. Recognition and approbation
2. Affection and interpersonal relationship
3. Mastery and achievement
4. Dominance
5. Social welfare

6. Self-expression
7. Socioeconomic status
8. Moral value scheme
9. Dependence
10. Creativity and challenge
11. Economic security
12. Independence

These 12 need areas were subsequently expanded to 24 items by the original author and were included in the questions which deal with how satisfied administrators feel in their profession.

Instrument Validation

The instrument was organized to represent five different stages: career decision, career effort, reinforced commitment, professional commitment, and professional completion. Five different stages were arranged in seven sections: background infromation, career decision, professional preparation, professional confidence, professional values, professional commitment, and professional satisfaction. Four out of seven sections in this instrument were adapted from other studies. The validation of these adapted instruments will be discussed in the following paragraphs.

Professional Confidence Scale. The scale was developed by The Center for Vocational Education in The Ohio State University. It identified 191 competencies from 15 research studies which deal with the identification of competencies important to secondary and postsecondary school administrators. The results show that 118 administrators responded to the survey. Among them 63.6% reported they were working in a secondary school setting, and 36.4% reported

employment in a postsecondary institution. Of the 191 competencies from these research studies, 166 competencies were considered by the project staff to be verified as important to administrators. (Norton, 1977)

Professional Values Scale. The instrument attempts to assess the relative importance of occupational values among various professional groups. The domain of values covered includes both intrinsic, extrinsic and general work factors. Kilpatrick et al. (1964) reported that "comparisons of results from the free-response questions and item scaling were quite consistant" (pp. 58-85).

Professional Commitment Scale. The Measurement of Professional Commitment was established by Loftis (1962) through the use of the split half coefficient of correlation corrected by the Spearman-Brown Prophecy formula. The estimated coefficient of reliability reported was .90.

Professional Satisfaction Scale. This scale is based on the theory that the mechanisms which operate to make people satisfied or dissatified in general and at work. Over 125 items were devised to measure strength of 12 human needs. These items were rated on a five-point Likert scale from "completely" satisfied to "not at all" satisfied. The best prediction of job satisfaction was obtained on the need seen as most important to the individual. No test-retest data of reliability is reported.

Are these instruments valid for the study? Is there any way for further validation of the instrument? These are discussed in the

Pilot Study in Chapter 3.

Summary of the Review of Related Literature

The literature was reviewed under four main headings: model development, professional commitment, factors affecting professional commitment, and instrument validation. Model development focused on model use and its value in educational administration, and highlighted Getzels's normative and personal dimension of social behavior model as an example to explain the model structure and use.

In regards to professional commitment, this research presented literature in education and related fields. Studies concerning professional commitment in the field of managerial and business organization were also discussed.

The review finally attributed the establishment of professional commitment to five areas. They are: individual exploration, professional preparation, professional confidence, professional values, and professional satisfaction. In these five areas, the sources of research instruments are identified.

Adams (1968) stated:

> Literature on professional commitment contributed to an understanding of unique personal quality desired and developed. . . . When combined with adequate academic preparation, certification and other desirable personal qualities, professional commitment contributes immeasurably to good teaching including supervision. (p. 32)

In conducting the review of literature, the investigator found that no study existed concerning the professional commitment of

postsecondary vocational technical administrators. The researcher did find, however, that the major effort in studies reviewed had been on professional commitment in the teaching profession, particularly in Home Economics. These studies did contribute to a better understanding of professional commitment in general.

CHAPTER 3

RESEARCH PROCEDURES

Introduction

This study was designed to develop a model which would describe the development of commitment to the administration profession in vocational education and the degree to which it might be found among the individuals who possess it. Steps to achieve this purpose were discussed under the following headings:

1. Population and Sample
2. Research Instrument
3. Selection of Variates
4. Criterion Variable
5. Pilot Study
6. Instrument Administration
7. Data Analysis

Population and Sample

The major considerations in the selection of the sample are the range of the group on the traits measured by the tests, and degree of selection on traits correlated with the factors. The purpose of this study is to identify factors related to the commitment model. Thus, the wider the range the better the sample represents the whole population.

The College Blue Book (1981) listed 397 postsecondary

institutions in Pennsylvania, which included: community colleges, The Pennsylvania State University branch campuses, junior colleges, proprietary schools, University of Pittsburgh branch campuses, and private business, trade, and technical schools. Among these 397 postsecondary schools, this research identified target schools according to the following criteria:

1. School offers mainly vocational technical or technological program.
2. School must be located in Pennsylvania.
3. School enrollment in 1982-1983 school year is over 50 students.
4. School programs have been accredited by state in 1983-1984 school year.

Using these criteria, this research identified 63 institutions (Appendix D) as the target schools. Administrators in these 63 schools were selected for this study.

Administrators were categorized under nine different titles: President/Director, Vice-President/Assistant Director, Director/Dean of Education, Director/Dean of Faculty and Student Affairs, Director/Dean of Instructional Resources, Director/Dean of Academic Affairs, Director/Dean of Continuing and Adult Education, Division/Department Head, and Other. Of these nine different titles, "Division/ Department Head" and "Other" occupied 70% of the total population and seven other titles occupied the remaining 30%. To gain a highly representative sample and make the numbers about the same for

all titles, this reseacher selected all administrators of the seven titles and randomly sampled 40% of "Division/ Department Head" and "Other" categories.

Research Instrument

From a variety of alternatives available, several measuring scales and devices have been selected and adapted in the formulation of the research instrument and data treatment. This research applies questions from: 1) Loftis's (1962) professional commitment scale to measure professional commitment; 2) competencies identified by the center for vocational education (Norton, 1977) to measure professional confidence; 3) Schaffer's (1953) satisfaction scale to test professional satisfaction; and 4) Kilpatrick's (1964) value scales to measure professional values.

Selection of Variates

Selection of variates were based on the literature review. The variates selected for this study were 1) administrative title, 2) teaching load, 3) age, 4) sex, 5) service area, 6) teaching experience, 7) administration experience, 8) years in present position, 9) level of education needed, 10) when the decision was made to be an administrator, 11) how long ago the decision was made, 12) how long ago he/she became an administrator, 13) why this decision was made, 14) who helped most in making this decision, 15) hignest educational level attained, 16) certification held, 17) educational

major, 18) inservice education, 19) professional confidence, 20) professional values, and 21) professional satisfaction.

Criterion Variable

The criterion variable used in this study was the mean score on the scale measuring administrators' professional commitment. This scale was a 35-item Likert scale adapted and revised for this study from an original 143-item commitment scale developed by Loftis (1962).

The mean score on this 35-item scale was considered as the administrator's professional commitment. The higher the score, the more favorable the administrator's commitment toward his or her profession.

Pilot Study

Before the instrument was applied to administrators, a pilot study was conducted to evaluate and validate the instrument. Faculty and graduate students in the Division of Occupational and Vocational Studies of The Pennsylvania State University were selected as the sample for this pilot study. Thirty questionnaires were sent out and a total of 26 responses were received in this activity. The results of the pilot study were processed using the LIKERT (Kohr, 1974) program at the Computation Center of The Pennsylvania State University. Table 1 is a summary of the results of the item analysis.

The coefficient alpha index of reliability for the questionnaire scores were .934, .862, .950, .897, and .951 for Professional

Table 1

Summary of Results of Descriptive Statistics for Each Subscale Factor and the Total Score. (N=26)

Variable Name	PC	PV	PCM	PS	TOTAL
Mean	105.154	106.500	146.615	90.692	448.961
Number of Items	24	30	35	24	113
Variance	109.438	144.558	194.966	138.861	1198.805
Skewness	- 0.418	0.117	0.013	0.600	0.298
Alpha Reliability*	0.934	0.862	0.950	0.897	0.951
Standard Error of Measurement	2.694	4.472	3.076	3.700	7.669

PC = Professional Confidence
PV = Professional Values
PCM = Professional Commitment
PS = Professional Satisfaction

* Alpha Reliability = Coefficient Alpha Index of Reliability (Cronbach, 1951)

Confidence (PC), Professional Values (PV), Professional Commitment (PCM), Professional Satisfaction (PS), and Total scores, respectively. A value of 1.000 would represent perfect reliability in terms of this method, whereas a value of 0.000 would represent no reliability. The results of this pilot study indicated that the instruments adapted for this study were quite reliable. For this reason, no further attempt of refinement was employed.

Instrument Administration

Human Subjects Approval

In order to meet the requirement for the "Protection of Human Subjects," the research procedure had been approved by the Behavior and Social Sciences Review Committee (BSSRC) of The Pennsylvania State University before any questionnaire had been administered. An approval letter received from the Human Subjects Office is included in Appendix A.

Questionnaire Distribution

A letter was sent to the President/Director of each institution to enlist their cooperation of questionnaire distribution to other school administrators. Administrators in each institution received a questionnaire packet, which included the following materials:

1. A cover letter to the school administrator
2. A six-page questions with directions

3. A postage-paid reply envelope for returning the questionnaire

Collection of Data

Three weeks after the questionnaires were sent out, a follow-up action was taken in an attempt to insure nigh return:

1. The researcher contacted the school administrators and encouraged their participation in the study. For schools which were not too distant, the researcher visited the school personally.
2. A reminder was sent to each administrator to encourage his or her involvement (Appendix B).
3. The questionnaire was sent again to those administrators who had not responded.

Because the survey was based on participants' willingness to participate, it was unreasonable to expect a 100% return. However, 197 survey forms were collected and a return rate of 55.6% was achieved.

Data Analysis

Four main areas of statistical analysis were executed: 1) analysis of background information, 2) determination of professional commitment, 3) model testing, and 4) comparison of professional commitment between administrators with and without a teaching load. Various statistical techniques were employed in this study. T-tests, means, standard deviations, correlation coefficients and frequency distributions were computed regarding administrators' background information. One-way analysis of variance (ANOVA) was used to

determine the differences in professional commitment of administrators. Multiple correlation and general linear model (GLM) calculations were employed to verify the predictive validity of the model. Lastly, One-way analysis of variance (ANOVA) was used to test the difference in professional commitment between administrators with and without a teaching load.

Coding and Treatment of Data

The variates relating to administrators' professional commitment in this study are listed with coding numbers and levels as follows:

1. Administrative title
   (1) President/Director
   (2) Vice-President/Assistant Director
   (3) Director/Dean of Education
   (4) Director/Dean of Faculty and Student Affairs
   (5) Director/Dean of Instructional Resources
   (6) Director/Dean of Academic Affairs
   (7) Director/Dean of Continuing and Adult Education
   (8) Division/Department Head
   (9) Other

2. Sex
   (1) Male
   (0) Female

3. Service location
   (1) Urban
   (2) Suburban
   (3) Rural

4. Level of education needed
   (1) Associate degree
   (2) Bachelor's degree
   (3) Master's degree
   (4) Master's degree plus
   (5) Doctorate

5. When career decision was made
   (1) During high school

(2) During undergraduate school -- freshman and sophomore
(3) During undergraduate school -- junior and senior
(4) As a teacher
(5) During graduate study -- first year
(6) During graduate study -- second year and after
(7) Never made this decision

6. Why this decision was made
(1) To provide an opportunity to use my special ability
(2) To provide me with a chance to earn a better salary
(3) To give me social status and prestige
(4) To leave me relatively free of supervision by others
(5) To give me a chance to exercise leadership
(6) To give me an opportunity to be helpful to others

7. Who helped most to decide
(1) Parent
(2) Teacher
(3) Counselor
(4) Peer group
(5) Spouse
(6) Colleague
(7) I decided myself
(8) Other persons

8. Highest educational level attained
(1) Bachelor's degree
(2) Bachelor's degree plus
(3) Master's degree
(4) Master's degree plus
(5) Doctorate
(6) Other

9. Certification held
(0) None
(1) Principal
(2) Superintendent
(3) Director
(4) Other

10. Educational major
(4) Higher education
(3) Educational administration
(2) Engineering and technology
(1) Some educational background
(0) None of above

11. Up-grading or inservice education in present position
(1) Never
(2) Rarely (1-2 days)

(3) Sometimes (3-4 days)
(4) Fairly often (5-7 days)
(5) Very often (more than 7 days)

12. Reason never had up-grading or inservice education
(1) Education program for my position not available
(2) I am too busy, never get a chance
(3) I am new in this position
(4) I believe I know enough for my position
(5) I don't need any additional formal education
(6) Other

Using a Likert-type response pattern, five positions were assigned ranging from "Strongly Agree" (5 points) through "Agree," "No Opinion," "Disagree," to "Strongly Disagree" (1 point). This scale was used in calculating the scores in questionnaire Parts D, Professional Confidence; E, Professional Values; F, Professional Commitment; and G, Professional Satisfaction.

In addition, variates such as teaching experience, administrative experience, and present position experience were calculated by years and grouped to five levels during the tabulation. Variates such as educational major and certification were treated in a multi-answer combination which allowed the respondent to choose more than one answer. Further, to investigate the relationship between professional position and educational major, administrators were grouped into three categories:

1. highly related major:
    a. major the same with professional title
    b. major in higher education
    c. major in educational administration
    d. major in engineering or technology with some education

related background

e. major in vocational industrial education or vocational education

2. somewhat related major: all of the majors related to education and did not fall into the highly related group.

3. not related major: major not related to professional title.

Model Analysis Process

Griffiths (1959) stated:

> The chief values of a model are that it enables one to ask questions and it offers clues as to how the questions can be answered. (p. 43)

This study addressed five basic questions: 1) How did individual administrators make their decision to be an administrator? 2) What kind of educational preparation did they have toward their administrative career? 3) How much reinforced commitment did they have? 4) How committed were they? 5) How satisfied did they feel toward their profession? All of these questions were answered by the analysis using the following categories: 1) career decision, 2) career effort, 3) reinforced commitment, 4) professional commitment, and 5) professional completion.

Formula

There are three main variables -- professional preparation, professional values, and professional confidence -- which affect a person's decision to become an administrator. The study assumes that

once a person tentatively chooses to be an administrator he or she is committed to the preparation and locked into the field which is interesting to him or her. Thus, the equation for this model should look like this:

$$PCM(T) = f [INT + PC(T) + PV(T) + PP(T) + E]$$

INT = Intercept

PCM = Professional Commitment

PC = Professional Confidence

PV = Professional Values

PP = Professional Preparation

E = Error Term of Equation

T = Length of Professional Involvement

CHAPTER 4

ANALYSIS OF FINDINGS

Introduction

A measure of professional commitment related to this study included seven parts: background information, career decision, professional preparation, professional confidence, professional values, professional commitment, and professional satisfaction. In order to obtain a highly representive sample in a small population, the total population was selected.

Three hundred fifty-four administrators of postsecondary vocational technical schools were solicited by mail throughout Pennsylvania to participate in this study. The names and addresses of the participants were obtained from the Year Book of Higher Education (1982-1983) and the College Blue Book (1981). Although 196 (55.4 %) of the subjects returned the questionnaire, only 124 of these were usable. Of the 72 questionnaires not used, 9 were returned late, 56 were return unanswered, and 8 were returned with incomplete data.

The findings that are presented in this chapter will be discussed only to the extent necessary to aid in the interpretation of the statistics. Conclusions regarding the findings presented here will be discussed in the next chapter.

Descriptive statistics obtained from the administrators in this study will be presented first. Then findings that relate to the hypotheses posed in Chapter 1 will be presented.

Descriptive Statistics

In order to obtain an adequate description of a mass of data, it is important:

1. To characterize what is "typical" in the group.
2. To indicate how widely individuals in the group vary.
3. To show other aspects of how the individuals are distributed with respect to the variable being measured.
4. To show the relation of the different variables in the data to one another.
5. To describe the differences among two or more groups of individuals.

As a necessary step in characterizing this population, it is required to describe the data obtained. Tabulation is a part of this step. Table 2 lists the frequency distributions of those selected variates used in the study. The missing data were not included in the percentage calculation in this table. Although quantitative variates were presented in the form of a grouped frequency distribution, they were not treated as groups during the data analysis.

Table 2

Frequency Distributions of Selected Variates

(N=124)

Variate	Category	N	Percentage*
Administrative Title	President/Director	20	16.13
	Vice-President/Assistant Director	11	8.87
	Director/Dean of Education	7	5.65
	Director/Dean of Faculty & Students	16	12.90
	Director/Dean of Instructional Resources	11	8.87
	Director/Dean of Academic Affairs	17	13.71
	Director/Dean of Continuing & Adult Education	14	11.29
	Division/Department Head	16	12.90
	Other	12	9.68
Teaching Load	None	78	62.90
	1 -- 3 Credit Hours	32	25.81
	4 -- 6	7	5.65
	7 -- 9	1	0.81
	10 -- 12	0	0.00
	Over 13	6	4.84
Age	Under 33@ Years of Age	7	5.65
	33 -- 41@	26	20.97
	41 -- 49@	41	33.07
	49 -- 57@	33	26.61
	Over 57	17	13.71
Sex	Male	103	83.74
	Female	20	16.26
	Missing Data	1	---

Table 2 (Continued)

Variate	Category	N	Percentage*
Service Area	Urban	57	46.34
	Suburban	43	34.96
	Rural	23	18.70
	Missing Data	1	---
Teaching Experience	Under 5@ Years	37	29.84
	5 -- 10@	25	20.16
	10 -- 15@	24	19.36
	15 -- 20@	19	15.32
	Over 20	19	15.32
Administration Experience	Under 5@ Years	30	24.19
	5 -- 10@	49	39.52
	10 -- 15@	31	25.00
	15 -- 20@	10	8.07
	over 20	4	3.23
Years in Present Position	Under 5@ Years	55	44.36
	5 -- 10@	35	28.23
	10 -- 15@	19	15.32
	15 -- 20@	12	9.68
	Over 20	3	2.42
Level of Education Needed	Associate Degree and Under	3	2.44
	Bachelor's Degree	19	15.45
	Master's Degree	43	34.96
	Master's Degree Plus	19	15.45
	Doctorate	39	31.71
	Missing Data	1	---
Educational Major	Not Related Major	30	35.71
	Somewhat Related Major	20	23.81
	Highly Related Major	34	40.48

Table 2 (Continued)

Variate	Category	N	Percentage*
When Decision Was Made	High School	2	1.64
	Undergraduate Freshman -- Sophmore	1	0.82
	Undergraduate Junior -- Senior	8	6.56
	Teacher	47	38.53
	Graduate -- First Year	9	7.38
	Graduate -- Second Year	8	6.56
	Never Made Decision	47	38.53
	Missing Data	2	---
Years Ago Decision Was Made	Under 8@	36	29.03
	8 -- 16@	34	27.42
	16 -- 24@	29	23.39
	24 -- 32@	18	14.52
	Over 32	7	5.65
Years Ago Became An Administrator	Under 5@	23	18.55
	5 -- 10@	24	19.36
	10 -- 15@	28	22.58
	15 -- 20@	24	19.36
	Over 20	25	20.16
Why Made Decision	Abilities	48	38.71
	Better Salary	11	8.87
	Status & Prestige	1	0.81
	Free of Supervision	3	2.42
	Leadership	19	15.32
	Helpful to Other	25	20.16
	Other	17	13.71
Highest Educational Level Attained	Associate Degree and Under	4	3.23
	Bachelor's Degree	7	5.65
	Bachelor's Degree Pluss	5	4.03
	Master's Degree	18	14.52
	Master's Degree Plus	45	36.29
	Doctorate	45	36.29

Table 2 (Continued)

Variate	Category	N	Percentage*
Who Helped Most	Parent	2	1.63
	Teacher	0	0.00
	Counselor	2	1.63
	Peer	8	6.50
	Spouse	11	8.95
	Colleague	22	17.89
	Myself	59	56.10
	Other	9	7.32
	Missing Data	1	---
Certi-fication Held	None	80	64.52
	Director	8	6.45
	Other	25	20.16
	Principal & Superintendent	1	0.81
	Principal & Director	2	1.61
	Principal & Other	2	1.61
	Superintendent & Director	2	1.61
	Director & Other	2	1.61
	Principal & Superintendent & Director	1	0.81
	Principal & Superintendent & Other	1	0.81
Inservice Education	Never	18	14.52
	Rarely (1-2 days)	24	19.36
	Sometimes (3-4 days)	33	26.61
	Fairly Often (5-7 days)	25	20.16
	Very Often (More than 7 days)	24	19.36
Reason No Inservice Education	Not Available	15	62.50
	Too Busy	4	16.67
	New in Position	2	8.33
	Know Enough	1	4.17
	Do Not Need	2	8.33
	Missing Data	100	---

Table 2 (Continued)

Variate	Category	N	Percentage*
PC Means	5 -- 4@	99	79.84
	4 -- 3@	25	20.16
	3 -- 2@	0	0.00
	2 -- 1@	0	0.00
	1 -- 0	0	0.00
PV Means	5 -- 4@	1	0.81
	4 -- 3@	112	90.32
	3 -- 2@	11	8.87
	2 -- 1@	0	0.00
	1 -- 0	0	0.00
PCM Means	5 -- 4@	88	[illegible].97
	4 -- 3@	36	[illegible].03
	3 -- 2@	0	[illegible].00
	2 -- 1@	0	0.00
	1 -- 0	0	0.00
PS Means	5 -- 4@	26	20.97
	4 -- 3@	87	70.16
	3 -- 2@	11	8.87
	2 -- 1@	0	0.00
	1 -- 0	0	0.00

* The missing data were not included in the percentage calculation
@ Includes the number

PC Professional Confidence
PV Professional Values
PCM Professional Commitment
PS Professional Satisfaction

Table 3 gives a summary of the results of item analysis. The coefficient alpha index of reliability for the instrument used in this study was .901 (Table 3), 0.050 lower than the similar reliability in the pilot study. The reason for this difference was mainly due to the fluctuation of sampling error in the pilot study. Table 3 also shows the means of 104.573, 99.685, 148.895, 86.927, and 440.081 for PC, PV, PCM, PS, and TOTAL, respectively.

The "PROC CORR" of Statistical Analysis System (SAS) package (SAS, 1982a) was used to calculate the Pearson Product-Moment Correlation Coefficient to express all the relationships among all variates, as presented in Table 4. The reason for using the Pearson Product-Moment Correlation Coefficient was that it can consistently handle normalized rectilinear data with satisfactory results. Further, an adequate grasp of the demonstration of criterion-related validity is highly dependent on an adequate grasp of the meaning of the correlation coefficient. Yung (1978, p. 87) noted that a correlation offers important information about the amount of unique contribution possible by an independent variable to the dependent variable. The correlations between each pair of variables were calculated by using all pairs of data which did not have either value missing. That is, the correlation matrix was calculated using so-called "pairwise deletion" of missing data. The number of observations for each pair of variables is listed under each correlation coefficient.

Table 4 shows that, except for "professional values," all

Table 3

Summary of Resluts of Descriptive Statistics for Each Subscale Factor and the Total Score. (N=124)

Variable Name	PC	PV	PCM	PS	TOTAL
Mean	104.573	99.685	148.895	86.927	440.081
Number of Items	24	30	35	24	113
Variance	106.001	66.505	161.286	147.711	757.853
Skewness	- 0.466	0.149	0.043	- 0.107	0.391
Alpha Reliability*	0.915	0.592	0.935	0.870	0.901
Standard Error of Measurement	2.993	5.211	3.244	4.382	8.649

PC = Professional Confidence
PV = Professional Values
PCM = Professional Commitment
PS = Professional Satisfaction

* Alpha Reliability = Coefficient Alpha Index of Reliability (Cronbach, 1951)

Table 4

Pearson Product-Moment Correlation Coefficients
and Number of Observations in Each r
Based on the 14 Selected Variates and the Criterion Variable

Variable	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Teaching Load	.490	.218*-.138		.152	.121	.117	-.166	-.125	-.088	-.241#	-.097	-.132	-.057	-.050
	121	115	121	120	123	122	113	119	124	124	124	124	124	124
2. Age		.452#	.602#	.434#	-.081	-.196	.581#	-.605#	-.058	.047	.042	-.103	-.083	-.123
		121	118	117	120	119	110	116	121	121	121	121	121	121
3. Teaching Experience			.127	.056	.060	-.184	.184	.158	.092	-.008	-.084	.025	-.161	-.032
			114	114	114	113	106	112	115	115	115	115	115	115
4. Administrative Experience				.575#	.147	-.305#	.886#	.954#	.171	.084	.216*	.070	-.017	-.049
				117	121	119	112	117	121	121	121	121	121	121
5. Years at Present Position					-.128	.042	.444#	.511#-.054		-.019	.020	-.050	-.024	-.077
					119	118	109	116	120	120	120	120	120	120
6. Level of Education Needed						-.276#	.165	.083	.723#	.063	.277#	-.030	.125	.183#
						121	112	118	123	123	123	123	123	123
7. When Career Decision Was Made							-.385#	-.276#	-.373#	.076	-.231*	.011	-.011	-.175
							112	118	122	122	122	122	122	122
8. How Long Ago Decision Was Made								.913#	.145	.087	.202*	.100	.049	-.007
								110	113	113	113	113	113	113
9. How Long Ago Became an Administrator									.124	.106	.203*	.069	-.020	-.075
									119	119	119	119	119	119
10. Highest Educational Level Attained										-.112	.285#	-.062	-.008	.073
										124	124	124	124	124
11. Inservice Education											.083	.123	.168	.053
											124	124	124	124
12. Professional Confidence												-.054	.224*	.329#
												124	124	124
13. Professional Values													.032	.140
													124	124
14. Professional Satisfaction														.344#
														124
15. Criterion Variable (Profesional Commitment)														

* Significant at the .05 level
\# Significant at the .01 level

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variates have significant correlations with other variates or the criterion variable with post-hoc probabilities of .05, or .01. Three variates were found to have a relationship with the criterion variable at the .01 significance level. This is an indication that these variates may be useful as predicators of vocational technical school administrators' professional commitment.

It should be mentioned here that some other variates, such as administrative title, sex, service area, reason for making career decision, person who helped most in career decision, and certification held, were not included in Table 4 because they are not ordinal scales. A result of the correlation coefficient calculation from a non-ordinal scale is meaningless.

Table 5 presents means and standard deviation of 14 selected variates and criterion variable. The means are indicators which present a very stable measure of central tendency that can be depended on not to vary much from samples selected from the same population. The standard deviation presents the measure of extent to which scores vary around the mean. The greater the variability of scores around the mean, the larger will be the standard deviation. The means and standard deviations on Table 5 show the "typical" characteristics of postsecondary technical school administrators.

Table 5

Means and Standard Deviations for 14 Variates and Criterion Variable

Variates	N	Mean	SD
Teaching Load (Credit hour)	46	4.674	4.784
Age	121	47.554	8.590
Teaching Experience	115	12.817	8.908
Administration Experience	121	14.744	8.314
Years in Present Job	120	8.100	5.980
Level of Education Needed	123	3.577	1.180
When Career Decision Was Made	122	5.230	1.600
Years Ago Decision Was Made	113	16.717	9.776
Years Ago Became an Administrator	119	14.597	8.390
Highest Educational Level Attained	124	3.839	1.297
Inservice Education	124	3.081	1.371
Professional Confidence	124	4.360	0.431
Professional Values	124	3.323	0.273
Professional Satisfaction	124	3.623	0.508
Professional Commitment	124	4.256	0.363

Age, Teaching Experience, Administration Experience, Years at Present Job, When Decision Was Made, Years Ago Decision Was Made, and Years Ago Became an Administrator were calculated by Year.

Level of Education Needed and Highest Educational Level Attained were computed by their coding numbers (See Chapter 3, pages 34-35).

Hypothesis One

There is no difference in professional commitment among postsecondary vocational technical school administrators based on:

1. Age
2. Sex
3. Service area
4. Highest educational level attained
5. Years of teaching experience
6. Years of administration experience
7. Educational major
8. Educational level their position requires

The results of Hypothesis One were run through one-way Analysis of Variance (ANOVA), and are presented in Table 6. Only one variate had showed a post-hoc probability of .05. Therefore, it was concluded that the null sub-hypothesis should be rejected in this variate. Since this sub-hypothesis was rejected, a further analysis was needed in order to find the source of a significant difference.

The only significant variate was Educational Major, and three possible pairs were tested. The follow-up was done by utilizing the FOLUP program at The Pennsylvania State University Computation Center (Games, Yancey, Howell, & Serapiglia, 1981). The results are summarized in Table 7. The Behrens-Fisher Technique was used for the calculation of T values in this table. This follow-up test indicates that administrators with related majors possess commitment significantly higher than those with somewhat related or not related educational major.

Table 6

Analysis of Variance (ANOVA)
for the Mean Scores of Professional Commitment
Among Postsecondary Vocational Technical School Administrators

Variates	DF Value	Mean Square	F Ratio	Probability
Age	4	0.120	0.91	0.462
Sex	1	0.000	0.00	0.990
Service Area	2	0.000	0.61	0.545
Highest Education	5	0.098	0.73	0.602
Teaching Experience	4	0.216	1.67	0.161
Admn Experience	4	0.149	1.13	0.344
Education Major	2	0.556	4.46*	0.014
Degree Needed	5	0.143	1.09	0.373

* Educational Major is the only one with a .05 level of significance.

Table 7

Results of Pairwise Contrast on Educational Major

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 1	0.1998	2.706*	84	1.99
3 -- 2	0.1895	2.378*	72	1.99
2 -- 1	0.0103	0.125	72	1.99

1 -- Educational major not related to their profession
2 -- Educational major somewhat related to their profession
3 -- Educational major related to their profession

* -- At the .05 level of significance

Hypothesis Two

There is no difference in career decision, professional preparation, professional confidence, professional values, professional commitment, and professional satisfaction among postsecondary vocational technical school administrators.

In testing this hypothesis, one-way analysis of variance was used again. A summary of the results is presented in Table 8. The results of this test showed that there were no significant differences among administrators in their professional values, professional confidence, professional commitment, and professional satisfaction. However, under the sub-hypothesis of career decision and professional preparation, five sub-hypotheses were rejected, which implied a need of further clarification for these sub-hypotheses. Again, the same follow-up test procedures were applied and the summary of results was presented in Tables 9, 10, 11, 12, and 13, respectively.

Table 8

Analysis of Variance (ANOVA) for Career Decision, Professional Preparation, Values, Confidence, Commitment, and Satisfaction Among Postsecondary Vocational Technical School Administrators

Variates	DF	Value	Mean Square	F Ratio	Probability
1 Career Decision	8		2.449	0.95	0.475
1 Years Decision Made	8		288.687	3.58#	.001
2 Teaching Experience	8		139.134	1.86	0.074
2 Admn Experience	8		232.459	4.05#	0.000
2 Present Position	8		55.859	1.63	0.125
2 When Became Admstr	8		196.859	3.22#	0.003
2 Highest Education	8		6.077	4.42#	0.000
2 Educational Major	8		0.447	0.61	0.767
2 Inservice Education	8		3.606	2.05*	0.047
3 Confidence	8		0.302	1.70	0.106
4 Values	8		0.100	1.38	0.214
5 Commitment	8		0.142	1.08	0.380
6 Satisfaction	8		0.286	1.11	0.359

* At the .05 level of significance
\# At the .01 level of significance

Numbers in front of variates represent the following sub-hypotheses:
1 -- Career Decision
2 -- Professional Preparation
3 -- Professional Confidence
4 -- Professional Values
5 -- Professional Commitment
6 -- Professional Satisfaction

Table 9

Results of Pairwise Contrast on Years Ago Decision Was Made

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 8	16.9560	5.505	10	2.23
3 -- 5	11.8214	2.937	13	2.16
1 -- 8	14.0846	5.083	31	2.04
3 -- 9	10.9714	2.923	13	2.16
1 -- 5	8.9500	2.519	17	2.11
4 -- 8	9.0513	3.061	23	2.07
3 -- 7	10.6547	3.062	11	2.20
1 -- 9	8.1000	2.498	24	2.06
3 -- 6	9.9832	2.778	12	2.18
1 -- 7	7.7833	2.664	30	2.04
6 -- 8	6.9728	2.683	28	2.05
1 -- 6	7.1118	2.327	35	2.03
7 -- 8	6.3013	2.584	22	2.07
9 -- 8	5.9846	2.126	17	2.11

The C.V. of T was set at the .05 significance level for familywise control of Type I error via the Games et al. (1981) technique.

The pairs presented here are those which were found to be significant.

The numbers in each pair represent the following titles:
1 -- President/Director
2 -- Vice-President/Assistant Director
3 -- Director/Dean of Education
4 -- Director/Dean of Faculty and Student Affairs
5 -- Director/Dean of Instructional Resource
6 -- Director/Dean of Academic Affairs
7 -- Director/Dean of Continuing and Adult Education
8 -- Division/Department Head
9 -- Other

Table 10

Results of Pairwise Contrast on Administration Experience

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 8	14.1333	4.405	9	2.26
3 -- 5	10.0000	2.725	13	2.16
1 -- 8	12.4333	4.752	32	2.04
3 -- 6	9.2941	2.897	10	2.23
1 -- 5	8.3000	2.622	25	2.06
4 -- 8	7.4458	3.519	29	2.05
3 -- 7	7.7692	2.514	8	2.31
1 -- 6	7.5941	2.902	33	2.04
1 -- 7	6.0692	2.457	29	2.05
9 -- 8	6.7696	2.405	18	2.10
7 -- 8	6.3641	3.287	26	2.06
6 -- 8	4.8392	2.283	30	2.04

The C.V. of T was set at the .05 significance level for familywise control of Type I error via the Games et al. (1981) technique.

The pairs presented here are those which were found to be significant.

The numbers in each pair represent the following titles:
1 -- President/Director
2 -- Vice-President/Assistant Director
3 -- Director/Dean of Education
4 -- Director/Dean of Faculty and Student Affairs
5 -- Director/Dean of Instructional Resource
6 -- Director/Dean of Academic Affairs
7 -- Director/Dean of Continuing and Adult Education
8 -- Division/Department Head
9 -- Other

Table 11

Results of Pairwise Contrast on Years Ago Became Administrator

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 8	15.0714	4.105	9	2.26
3 -- 7	9.8571	2.691	9	2.26
1 -- 8	11.3195	4.647	31	2.04
3 -- 9	9.2738	2.255	12	2.18
1 -- 7	6.1052	2.519	30	2.04
3 -- 6	9.1071	2.362	10	2.23
4 -- 8	6.7768	3.213	27	2.05
3 -- 4	8.2946	2.291	8	2.31
6 -- 8	5.9643	2.394	27	2.05
7 -- 8	5.2143	2.391	25	2.06

The C.V. of T was set at the .05 significance level for familywise control of Type I error via the Games et al. (1981) technique.

The pairs presented here are those which were found to be significant.

The numbers in each pair represent the following titles:
1 -- President/Director
2 -- Vice-President/Assistant Director
3 -- Director/Dean of Education
4 -- Director/Dean of Faculty and Student Affairs
5 -- Director/Dean of Instructional Resource
6 -- Director/Dean of Academic Affairs
7 -- Director/Dean of Continuing and Adult Education
8 -- Division/Department Head
9 -- Other

Table 12

Results of Pairwise Contrast on Highest Educational Level Attained

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
1 -- 3	2.0358	3.104	6	2.45
1 -- 9	1.6667	3.836	13	2.16
6 -- 3	1.8740	2.857	6	2.45
1 -- 5	1.5682	4.205	12	2.18
6 -- 9	1.5049	3.464	13	2.16
1 -- 8	1.1875	2.613	17	2.11
6 -- 5	1.4064	3.771	12	2.18
1 -- 4	1.1250	5.166	28	2.05
6 -- 8	1.0257	2.257	17	2.11
1 -- 7	0.8929	2.663	17	2.11
6 -- 4	0.9632	4.422	27	2.05
6 -- 7	0.7311	2.180	17	2.11

The C.V. of T was set at the .05 significance level for familywise control of Type I error via the Games et al. (1981) technique.

The pairs presented here are those which were found to be significant.

The numbers in each pair represent the following titles:
1 -- President/Director
2 -- Vice-President/Assistant Director
3 -- Director/Dean of Education
4 -- Director/Dean of Faculty and Student Affairs
5 -- Director/Dean of Instructional Resource
6 -- Director/Dean of Academic Affairs
7 -- Director/Dean of Continuing and Adult Education
8 -- Division/Department Head
9 -- Other

Table 13

Results of Pairwise Contrast on Inservice Education

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
4 -- 8	1.5000	3.177	29	2.05
4 -- 6	1.2279	2.907	31	2.04
5 -- 8	1.4432	2.851	24	2.06
4 -- 7	1.0179	2.222	27	2.05
5 -- 6	1.1711	2.545	2[illegible]	2.07
4 -- 1	0.8750	2.032	34	2.03

The C.V. of T was set at the .05 significance level for familywise control of Type I error via the Games et al. (1981) technique.

The pairs presented here are those which were found to be significant.

The numbers in each pair represent the following titles:
1 -- President/Director
2 -- Vice-President/Assistant Director
3 -- Director/Dean of Education
4 -- Director/Dean of Faculty and Student Affairs
5 -- Director/Dean of Instructional Resource
6 -- Director/Dean of Academic Affairs
7 -- Director/Dean of Continuing and Adult Education
8 -- Division/Department Head
9 -- Other

Hypothesis Three

When analyzed using regression analysis, there will be a less than a .05 level of significance in the relationship between the professional commitment scores of administrators of postsecondary vocational technical schools regarding:

1. Time elapsed since career decision
2. Years of professional preparation
3. Professional confidence
4. Professional values
5. Professional satisfaction

When analyzed using regression analysis, 14 variates were employed as follows:

1. Age
2. Teaching Experience
3. Administration Experience
4. Years in Present Position
5. Educational Level Needed
6. When Decision Was Made
7. Years Ago Decision Was Made
8. Years Ago Became an Administrator
9. Highest Educational Level Attained
10. Educational Major
11. Inservice Education
12. Professional Confidence
13. Professional Values
14. Professional Satisfaction

Of these 14 variates, "When career decision was made" and "Years

ago decision was made" were presented as "Time elapsed since career decision" (sub-hypotheses 1); "Teaching experience," "Years at present position," "Level of education needed," "Years ago became an administrator," "Highest educational level attained," "Educational major," and "Inservice education" were presented as professional preparation (sub-hypotheses 2); "Professional confidence," "Professional values," and "Professional satisfaction" were self-explanatory and presented as sub-hypothesis 3, 4, and 5, respectively.

With these 14 variates, the STEPWISE regression procedure from SAS was used. This technique is a modification of the forward selection technique. After a variable is added, STEPWISE looks at all the variables already included in the model. However, any variable not producing a partial F-statistic significant at the .15 significance level for being retained is then deleted from the model. Only after this check is made and any required deletions accomplished can another variable be added to the model. The process terminates when no variable meets the conditions for inclusion in the model or when the variable to be added to the model is one just deleted from it (SAS, 1982b).

Table 14 displays the summary of these procedures. As a result, five variates were selected from the 14 variates as predictors, and the final best regression model appears as the following expression:

$$Y = 2.6019 - .052X_1 - .0079X_2 + .0987X_3 + .2281X_4 + .2281X_5$$

in which:

Y = Criterion Variable (Professional Commitment)

X_1 = When Career Decision was Made

X_2 = Years Ago Became an Administrator

X_3 = Educational Major

X_4 = Professional Confidence

X_5 = Professional Satisfaction

As discussed in Chapter 3 in "Coding and Treatment of Data," the coding shows that the smaller the number in "When Career Decision Was Made" the earlier the respondent made their career decision. A negative B value implies the tendency that when administrators made their career decision earlier they possessed more professional commitment. Applying the same procedure, it was found that the administrators: were less committed if they stayed longer in an administrative position, and were more committed if they had related educational major, more confidence about their profession, and more satisfaction toward their profession. A comparison has been done between the model developed in Chapter 1 (theoretical model) and the post-hoc model. The theoretical model was found to be very useful in analyzing and classifying related variates. The finding is even more convincing when the theoretical model explains the evolving process of professional commitment to expecting results. The only contradiction

existing between the theoretical model and the post-hoc model is that the administrators stayed in an administrative position longer a slightly negative effect occurred.

Table 14

Summary of STEPWISE Regression Procedure
for Administrators' Professional Commitment Model

Source	DF	Value	Mean Square	F Ratio	Probability
Regression	5		0.9806	10.43	0.0001
Error	94		0.0939		
Total	99				

Variate	B Value*	STD ERR	F Value	Probability
Career Decision	-0.0520	0.0213	5.97	0.0164
Became Administrator	-0.0079	0.0038	4.25	0.0420
Educational Major	0.0987	0.6341	6.75	0.0109
Confidence	0.2281	0.8323	8.86	0.0037
Satisfaction	0.2281	1.2992	13.82	0.0003

Intercept (Constant) = 2.6019
R-Square = .3569
Slentry Value** = .15

* Regression coefficient
** The significance level for entry of a variable into the model

The obtained F value for the above model was 10.43, with a post-hoc probability of .0001. In addition, the R-square value of .3569 means that 35.69% of the variation in the mean scores measuring vocational technical school administrators' commitment toward their profession can be predicted through the information from these five variates.

The model also indicates a high relationship between commitment and confidence, and commitment and satisfaction. For a better understanding, one-way analysis of variance was again employed in testing the relationship between commitment and confidence, and commitment and satisfaction.

In order to find this relationship, this study divided administrators into three groups according to their professional commitment scores: those with the lowest 27%, those with the median 46%, and those with the top 27%. A one-way ANOVA was then applied to test whether any difference existed among these three groups for professional confidence and satisfaction. Tables 15 and 16 summarize the results of this test.

A significant relationship was found in both analyses of variance; thus, a follow-up test was necessary. A summary of these results are presented in Tables 17 and 18.

Table 15

Analysis of Variance (ANOVA) for Professional Confidence
Among Postsecondary Vocational Technical School Administrators

Variates	DF Value	Mean Square	F Ratio	Probability
Professional	2	1.073	6.28#	0.003
Confidence	121	.171		

At the .01 level of significance.

Table 16

Analysis of Variance (ANOVA) for Professional Satisfaction
Among Postsecondary Vocational Technical School Administrators

Variates	DF Value	Mean Square	F Ratio	Probability
Professional	2	1.629	6.91#	0.001
Satisfaction	121	.236		

At the .01 level of significance.

Table 17

Results of Pairwise Contrast for Professional Confidence
Among Postsecondary Vocational Technical School Administrators

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 1	0.3498	3.229*	62	2.00
3 -- 2	0.1285	1.344	53	2.01
2 -- 1	0.2213	2.527*	68	2.00

* -- At the .01 level of significance
1 -- Administrators with lowest 27% of professional commitment scores
2 -- Administrators with median 46% of professional commitment scores
3 -- Administrators with top 27% of professional commitment scores

Table 18

Results of Pairwise Contrast for Professional Satisfaction
Among Postsecondary Vocational Technical School Administrators

PSI Hat Contrast	Difference	Obtained T Statistic	DF Value	Critical Value of T
T -- T				
3 -- 1	0.4064	2.998*	51	2.01
3 -- 2	0.3467	2.712*	44	2.02
2 -- 1	0.0597	0.661	73	1.99

* -- At the .01 level of significance
1 -- Administrators with lowest 27% of professional commitment scores
2 -- Administrators with median 46% of professional commitment scores
3 -- Administrators with top 27% of professional commitment scores

Hypothesis Four

There will be no difference in questionnaire results between administrators with and without teaching load in their:

1. Career decision
2. Professional preparation
3. Professional confidence
4. Professional values
5. Professional commitment
6. Professional satisfaction

One-way analysis of variance test results are shown in Table 19. This table indicates that, except for "Teaching Experience" (under the sub-hypothesis of "Professional Preparation"), all variates should be retained, since F ratios for career decision, professional preparation, professional values, professional confidence, professional commitment, and professional satisfaction were not significant at the .05 level.

Table 19

Analysis of Variance (ANOVA) for Career Decision, Professional Preparation, Values, Confidence, Commitment, and Satisfaction Among Postsecondary Vocational Technical School Administrators With and Without Teaching Load

Variates	DF Value	Mean Square	F Ratio	Probability
1 Career Decision	1	0.475	0.18	0.669
1 Years Decision Made	1	333.854	3.57	0.061
2 Teaching Experience	1	711.596	9.65#	0.002
2 Admn Experience	1	232.746	3.44	0.066
2 Present Position	1	0.408	0.01	0.916
2 When Became Admstr	1	163.097	2.34	0.129
2 Highest Education	1	0.070	0.04	0.840
2 Educational Major	1	1.586	2.25	0.137
2 Inservice Education	1	3.258	1.74	0.189
3 Confidence	1	0.499	2.72	0.101
4 Values	1	0.016	0.22	0.643
5 Commitment	1	0.164	1.25	0.265
6 Satisfaction	1	0.002	0.01	0.927

* At the .05 level of significance
\# At the .01 level of significance

Numbers in front of variates represent the following sub-hypotheses:
1 -- Career Decision
2 -- Professional Preparation
3 -- Professional Confidence
4 -- Professional Values
5 -- Professional Commitment
6 -- Professional Satisfaction

Accordingly, it is observed that administrators who were teaching in the 1983-1984 academic year tended to have more teaching experience than those who were not teaching. The observed means of "Teaching Experience" for both the teaching and non-teaching administrators were 15.98 and 10.86 years, respectively. The summary of differences in teaching experience are presented in Table 20.

Table 20

Means and Standard Deviations for Teaching Experience Among Postsecondary Vocational Technical School Administrators

Variates	N	Mean	SD
Teaching	44	15.98	8.421
Non-teaching	71	10.86	8.690

Summary

The purpose of this study was to examine the relationship among postsecondary technical school administrators' career decisions, career efforts, reinforced commitment, professional commitment, and professional completion. In addition, this study also attempted to determine a post-hoc model, based on 14 selected variates, which could be used to predict postsecondary vacational technical school administrators' professional commitment. In order to achieve this

purpose, four research hypotheses were established for examination.

The findings are reported based on the research hypotheses in the study and the descriptive statistics not used in testing the research hypotheses. The findings of this study are summarized as follows:

1. Most administrators made their career decision while working as a teacher, or never made a career decision.
2. There are three main reasons that caused administrators to make the decision to be an administrator: to use their abilities (38.7%), to be helpful to others (20.2%), and to be a leader (15.3%).
3. The later the administrator made a career decision, the higher the "highest educational level attained."
4. Most of the administrators had education related majors, but those who did not have a related major accounted for 35.7% of the total population in this study.
5. With an average 47.6 of years of age, the administrators in general had much experience: 12.8 years of teaching experience, 14.7 years of administrative experience, and 8.1 years of experience in the present position. This implies a high mixture of experience between teaching and administration.
6. Administrators were involved in up-grading or inservice education about three to four days in a year. If they did not have such experience, it was because programs were not available to them.
7. Most of the administrative positions required a master's degree plus or a doctoral degree. Most of the administrators did have

the required degree.

8. Administrators stood neutral toward their profession concerning professional values.
9. On the average, administrators feel very confident about their professional competencies.
10. Those teaching administrators who taught during the 1983-1984 academic year had significantly higher teaching experience than those administrators who do not teach during the same period of time.
11. The administrators were highly committed to their profession.
12. On the average, the administrators were satisfied with their profession.
13. Those administrators with education related were significantly more committed to their profession than those with somewhat or no related majors.
14. The administrators showed differences in career decisions and professional preparation.
15. The developed (theoretical) model was supported by the post-hoc model. The regression analysis indicated that the theoretical model was accurate with regard to professional confidence and professional satisfaction among the administrators.
16. The highly committed administrators had significantly higher professional confidence and professional satisfaction than those who showed low commitment.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The first portion of this chapter provides a summary of the study, including Purpose and Research Hypotheses, Procedures, and Findings. Conclusions and Observations are based on reported findings from this study and are presented in the second part of this chapter. Recommendations for Further Studies are reported in the final section.

Summary

Purpose and Research Hypotheses

The purpose of this study was to develop a model and to examine the development of commitment to the administration profession in postsecondary vocational technical education and the degree to which it might be found among the individuals who possess it. In addition, this study also attempted to determine a post-hoc model, based on administrators characteristics, which could be used to predict vocational technical school administrators' professional commitment. In order to achieve this purpose, the following hypotheses were established for examination:

H1 : There is no difference in professional commitment among postsecondary vocational technical school administrators based on:

1. Age
2. Sex

3. Service area
4. Highest educational level attained
5. Years of teaching experience
6. Years of administrative experience
7. Educational major
8. Educational level their position requires

H2 : There is no difference in career decision, professional preparation, professional values, professional confidence, professional commitment, and professional satisfaction among postsecondary vocational technical school administrators.

H3 : When analyzed using regression analysis, there will be a less than a .05 level of significance in the relationship between the professional commitment scores of administrators of postsecondary vocational technical schools regarding:

1. Time elapsed since career decision
2. Years of professional preparation
3. Professional confidence
4. Professional values
5. Professional satisfaction

H4 : There will be no difference in questionnaire results between administrators with and without teaching load in their:

1. Career decision
2. Professional preparation
3. Professional confidence
4. Professional values
5. Professional commitment
6. Professional satisfaction

Procedures

The College Blue Book (1981) listed 397 postsecondary institutions of Pennsylvania. Among these 397 postsecondary schools, this research identified schools according to the following criteria:

1. School offers mainly vocational technical or technological program.
2. School must be located in Pennsylvania.
3. School enrollment in 1982-1983 school year is over 50 students.
4. School programs have been accredited by state in 1983-1984 school year.

Using these criteria, this research identified 63 institutions as the target schools. Administrators in these 63 schools were considered as the target population.

The questionnaire used in this study included seven parts. Part A was designed to obtain basic background information; Part B presented questions about career decisions; Part C presented questions about professional preparation; Part D presented questions about how confident they feel in handling professional competencies; Part E presented questions about professional values; Part F presented questions about professional commitment; Part G presented questions about professional satisfaction. Part F of the questionnaire was treated as the criterion variable in this study.

In order to ensure the safety and privacy of the human subjects, all research procedures in this study were reviewed and approved by

the Behavioral and Social Science Review Committee at The Pennsylvania State University before any processes were begun.

A pilot study was conducted to evaluate and validate the research instrument. Twenty-six volunteer teacher educators at The Pennsylvania State Universitys' Division of Occupational and Vocational Studies participated in this pilot study during December of 1983. The results of the pilot study indicated that the adapted instrument was reliable, with a coefficient alpha index of reliability equal to .951.

A mailed questionnaire surveyed 63 postsecondary vocational technical schools in Pennsylvania. The questionnaire packets were mailed to Presidents/Directors of these 63 institutions for them to distribute questionnaires to other administrators in their schools. A return rate of 55.6% was achieved, and final usable observations totalled 124.

In order to get four types of information, various statistical techniques were employed in this study. These techniques included: T-test, means, standard deviation, correlation coefficient, frequency distribution, one-way analysis of variance, multiple correlation, and general linear model of statistical analysis system (SAS, 1982b). Further, the FOLUP package of the Computation Center of The Pennsylvania State University also employed in this study.

Findings

The findings drawn from this study are presented below, divided into descriptive statistics and hypotheses.

Descriptive Statistics

1. The average teaching load for the teaching administrators was 4.7 credit hours per week.
2. The average age for these administrators of postsecondary vocational technical schools was around 47.6 years old.
3. Male administrators occupied 83.7%, and female administrators occupied about 16.3% of the administration positions.
4. Their service locations were 46.3% in urban, 35.0% in suburban, and 18.7% in rural areas.
5. Except for those for whom there were missing data, only seven administrators in this study reported they did not have teaching experience. Those who had teaching experience averaged 12.8 teaching years.
6. The average administration experience was 14.7 years for all of the administrators.
7. The average present position experience was 8.1 years for all of the administrators.
8. For most of administrative positions, administrators believed they needed a master's degree plus or doctoral degree.
9. Most of the administrators (64.3%) had a background related to educational administration or some education background, and

35.7% of administrators did not have any education background related to their administrative area.

10. Most (38.5%) of the administrators made their career decision while working as a teacher, and the same percentage of administrators never made a career decision.
11. An average of 16.7 years had elapsed since administrators made their career decision.
12. An average of 14.6 years had passed since administrators first became involved in school administration.
13. The three main reasons that caused administrators to make their career decision to be an administrator were: to use their abilities (38.7%), to be helpful to others (20.2%), and to be a leader (15.3%).
14. Most (72.6%) of the administrators held a master's degree plus or a doctoral degree.
15. During the 1982-1983 academic year, most of the administrators had experienced up-grading or inservice education for about 3 or 4 days. Those who had not had up-grading or inservice education had not done so because programs were not available.
16. On the average, the administrators felt very confident of their professional competencies (mean of 4.36 on a scale of 1 to 5).
17. The administrators' perception of professional values was neutral (mean of 3.32 on a scale of 1 to 5).
18. The commitment administrators held toward their profession was fairly high (mean of 4.25 on a scale of 1 to 5).

19. The administrators were fairly satisfied with their profession (mean of 3.62 on a scale of 1 to 5).

Hypotheses

Hypothesis 1: The result for Hypothesis 1 was run through a one-way analysis of variance, and it was found that there was no significant difference among the administrators' commitment for age, sex, service area, highest educational level attained, years of teaching experience, years of administration experience, and educational level required for the administrators position. Educational major was the only variable showing a post-hoc probability of .05. A follow-up test was run, and the results indicated that those administrators with related major possessed significantly higher commitment than those with some or without any related education major.

Hypothesis 2: It was found that there was no significant difference for administrators for career decision, professional preparation, professional values, professional confidence, professional commitment, and professional satisfaction among postsecondary vocational technical school administrators. However, significance was found for career decision and professional preparation, which just provides evidence that different administrative

positions may lead to different career decisions and different requirements for preparation.

Hypothesis 3: The results indicated that there was no significant difference in the relationship between the mean score for professional commitment of administrators regarding professional values. Significance was found for "time elapsed since career decision," "years of professional preparation," "professional confidence," and "professional satisfaction." After a regression analysis, a post-hoc model was formulated and presented in Chapter 4. To clarify the relationship between high commitment and other variates, administrators were divided into three groups: highest 27% of scores, median 46% of scores, and lowest 27% of scores. It was found that group with highest commitment had significantly higher confidence in handling professional competencies and satisfaction toward their profession.

Hypothesis 4: Except for teaching experience, none of the sub-hypotheses were significant at a post-hoc probability of .05. For teaching experience, it was found that teaching administrators had significantly higher means in teaching experience than those without a teaching load.

Conclusions and Observations

The following are conclusions and observations drawn from this study:

1. Postsecondary school administrators need varied experience and long-term involvement.
2. Most of the administrators in postsecondary vocational technical schools are well prepared for their positions.
3. Most of administrators in postsecondary vocational technical schools undergo long-term involvement in school administration while working as teachers or administrative assistants.
4. Most administrators did not have any intention of becoming administrators until they had become teachers and became involved with school administration.
5. Because administrators with high commitment are more confidence and satisfaction, it is highly desirable to provide programs to increase commitment.
6. The theoretical model accounting for 35.69% of potential variance as presented in Chapter 1 is a valid and reliable model which can be of practical value in research on administration behavior.

Recommendations for Further Studies

Based on the findings and conclusions of this study, the following recommendations and suggestions are made:

1. Since administrators are well prepared for their profession and an education major related to their profession is so important, it is recommended that:
   a. More workshops or inservice training programs be developed for those administrators with non-related majors.
   b. Courses for teachers who are interested in administration positions and who have no related education background be established.
2. This study only provides a framework of a stage-by-stage evolution model. Many possible areas related to this study need to be completed. For example:
   a. The same kind of study may be applied to the secondary level to compare differences in commitment.
   b. Since professional commitment affects professional confidence and satisfaction, it is strongly recommended that additional studies be undertaken in these areas.
   c. Since career decisions and professional preparation are so varied in different positions, it is recommended that a further study on the difference in career pattern and preparation for school administration be conducted.
   d. Administrators in this study who do not have very strong perceptions toward the value of their profession imply that further research on what might be the possible reason for this should be carried out.

e. Since administrators feel very strongly about their professional competencies, it is very important to determine whether this confidence and commitment are congruent with their daily performance.

f. A study should be conducted to determine whether professional commitment will contribute to the accountability of school administrators.

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APPENDIX A

LETTER OF HUMAN SUBJECTS APPROVAL

THE PENNSYLVANIA STATE UNIVERSITY

Office for the Protection of Human Subjects

94

Inter-Office Correspondence

Date: March 13, 1984

From: D. L. Passmore DLP

To: Rong-Jyue Fang

Subject: Research Proposal - Exemption Requested
"Developing a Model for Analyzing Administrators' Professional Commitment in Pennsylvania Postsecondary Vocational Technical Schools"

Your proposal has been examined and it has been determined that no further review by the Committee is necessary at this time. Subjects are at minimal risk. You may proceed with your study.

Please note that by accepting this decision, you agree to notify this office of (1) any major additions or changes in procedures that were not included in the proposal at the time of initial review and, in particular, those that may modify the degree of risk to the subjects in any way and (2) any unanticipated events that do or could affect the safety and well being of subjects. Also note that this research is subject to continuing review by the Committee on at least an annual basis. If your research continues beyond one year you must contact this office for an annual review.

cc: F. G. Welch
E. Ray
H. E. Mitzel

APPENDIX B

COVER LETTER AND REMINDER
SENT TO ADMINISTRATORS

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

96

April 6th, 1984

Dear President/ Director:

You recently received a pack of surveys dealing with administrators' professional commitment in Pennsylvania postsecondary technical schools. The information you provide will help The Pennsylvania State University in upgrading services for postsecondary technical school administrators.

Enclosed is a reminder notice to be given to administrators with the following title:

President/ Director
Vice-President/ Assistant Director
Director/ Dean of Education
Director/ Dean of Faculty & Student Affairs
Director/ Dean of Instructional Resource
Director/ Dean of Academic Affairs
Director/ Dean of Continuing & Adult Education
Division/ Department Head

Please distribute to each administrator through inter-school mail at your earliest convenience. Thank you very much for your cooperation.

Sincerely,

Rong-Jyue Fang

Rong-Jyue Fang
Graduate Assistant

REMINDER

You recently received a questionnaire dealing with commitment of administrators toward their profession in Pennsylvania postsecondary technical schools. The information you provide will help The Pennsylvania State University in upgrading services for postsecondary technical school administrators.

Any code numbers are to be used only for contacting those who have not returned surveys. No reference will be made to you or your school. For those who have not done so, please take the time to complete and return the questionnaire. If you have returned your questionnaire, I thank you very much for your time and effort. If you have any questions, please call me at 814-863-2587.

Rong-Jyue Fang
The Pennsylvania State University

APPENDIX C

QUESTIONNAIRE

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear President/Director:

With the support of the Pennsylvania Department of Education, we are conducting a study to analyze the relationship between professional preparation, professional values, professional confidence and commitment of administrators in postsecondary vocational/technical programs.

Administrators with the following titles will be the target population of this study:

President
Vice-President
Director (Dean) of Education
Director (Dean) of Faculty & Student Affairs
Director (Dean) of Instructional Resource
Director (Dean) of Academic Affairs
Director (Dean) of Continuing & Adult Education
Department Head

Enclosed with this letter are questionnaires, please distribute to the appropriate administrators. If they perform similar duties with different job titles please choose the closest one. Thank you very much for your assistance.

Sincerely,

Frederick G. Welch
Professor-in-Charge
Vocational Industrial Education

Rong-Jyue Fang
Graduate Assistant

Home Economics Education — 814-865-5442
Division of Occupational and Vocational Studies — 814-863-2596
Vocational Industrial Education — 814-863-0805

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 12th, 1984

Dear Administrator:

As you well know, the trend in vocational technical education is moving toward the postsecondary level in Pennsylvania. The Pennsylvania State University is now upgrading services to meet this new challenge. It is, therefore, very important to understand the administrative functions in postsecondary vocational education. This study is focusing on the relationships between professional preparation, professional values, professional confidence and commitment of administrators toward their profession in Pennsylvania postsecondary technical education.

Your school has been selected as one of the sample schools. You are cordially invited to participate in this very important study. If you agree to contribute to this study, please provide all of the information requested in the following pages.

The questionnaire will take about 20 minutes or less of your time to complete. Your prompt response will be greatly appreciated. Should you decide not to participate in this study, please return the blank questionnaire. Both the return rate and the number of complete questionnaires will determine the need for follow-up. Do not put your name or your school name on any of the pages.

All data will be treated confidentially. This study is designed so that no particular individual or school will be identifiable from the report and data analysis. Thank you in advance for your time and assistance.

Sincerely,

Frederick G. Welch

Dr. Frederick G. Welch
Professor-in-Charge
Vocational Industrial Education

Rong-Jyue Fang

Rong-Jyue Fang
Graduate Assistant

Survey Of Administrators' Professional Commitment
In Pennsylvania Postsecondary Vocational Technical Schools

QUESTIONNAIRE

DIRECTIONS: This questionnaire has seven short parts: Part A presents questions which will help obtain basic background information; Part B presents questions about your career decision; Part C presents questions about your preparation for your career; Part D presents questions about how strong you feel in handling professional competencies; Part E presents questions about professional values; Part F presents questions about your commitment toward your profession; and Part G presents questions about your feelings of satisfaction toward your profession. Obviously, there are no correct answers to the questionnaire, only candid ones.

Part A -- BACKGROUND INFORMATION

Please fill in the appropriate blanks:

1. Administrative Title:
   _____President/Director
   _____Vice-President/Assistant Director
   _____Director/Dean of Education
   _____Director/Dean of Faculty & Student Affairs
   _____Director/Dean of Instructional Resource
   _____Director/Dean of Academic Affairs
   _____Director/Dean of Continuing & Adult Education
   _____Division/Department Head
   _____Other (Please specify _____)

2. Do you teach any course? No__ Yes__
   If yes how many credit hours ____.

3. a). Age: _____ b). Sex: 1) ____Male 2) ____Female

4. Please indicate the type of service area in which your school is located. 1).__Urban 2).__Suburban 3).__Rural

5. Your experience:
   1). Teaching experience ____years
   2). Administration experience ____years
   3). In present position ____years

6. What educational level do you think is necessary in your present job? 1)__Associate degree 2).__Bachelor's degree 3).__Master's degree 4).__Master's plus 5).__Doctorate

Part B -- CAREER DECISION

Please select only one response, for each question

1. When did you make your career decision to be an administrator?
 1). __During high school
 2). __During undergraduate school -- freshman and sophomore years
 3). __During undergraduate school -- junior and senior years
 4). __As a teacher
 5). __During graduate study -- first year
 6). __During graduate study -- second year and after
 7). __Never made this decision, the decision came to me by chance

2. a) How many years ago was your decision made? ____yrs.
 b) How many years ago did you become an administrator? ____yrs.

3. Why did you make this decision; or accept the position?
 1). __To provide an opportunity to use my special abilities or aptitudes
 2). __To provide me with a chance to earn a better salary
 3). __To give me social status and prestige
 4). __To leave me relatively free of supervision by others
 5). __To give me a chance to exercise leadership
 6). __To give me an opportunity to be helpful to others

4. Who helped you most to decide?
 1). __Parent
 2). __Teacher
 3). __Counselor
 4). __Peer group
 5). __Spouse
 6). __Colleague
 7). __I decided myself
 8). __Other persons who helped (please specify) _____

Part C -- PROFESSIONAL PREPARATION

1. Highest educational level attained:
   1).__Bachelor's Degree 2).__Bachelor's Degree Plus
   3).__Master's Degree 4).__Master's Degree Plus 5).__Doctorate
   6).__Other (Please specify)_____

2. Certification held: 1).__None 2).__Principal 3).__Superintendent
   4).__Director 5).__Others (Please specify)_____

3. Your educational major (You may choose more than one answer):
   1).__Higher Education 2).__Educational Administration
   3).__Engineering and technology 4).__Some educational background
   5).__None of the above (please specify) _____

4. During the academic year September 1982 -- August 1983, how often did you have up-grading or inservice education in your present position 1).__never 2).__rarely (1-2 days)
   3).__sometimes (3-4 days) 4).__fairly often (5-7 days)
   5).__very often (more than 7 days)

5. If you have never had up-grading or inservice education in your present position the reason is:
   1).__Education programs for my position are not available
   2).__I am too busy, never get a chance
   3).__I am new in this position
   4).__I believe I know enough for my position
   5).__I don't need any additional formal education
   6).__Other (please specify) _____

Part D -- PROFESSIONAL CONFIDENCE

Please circle the response which most accurately represents your confidence in dealing with the following competencies. For each statement, five different reactions are possible. Circle only one answer per statement.

Response Choices:
- Strongly Agree . . . . . SA
- Agree . . . . . A
- No Opinion . . . . . N
- Disagree . . . . . D
- Strongly Disagree . . . . . SD

In the following statements the phrase "vocational program" indicates the technological or technical programs provided by your school. Although your present position may not require all these competencies, how do you feel about the statements?

In relation to the following competencies I feel confident that I <u>am able to</u>:

1. Involve community representatives in program planning and development.	SA	A	N	D	SD
2. Evaluate the effectiveness of the instructional program.	SA	A	N	D	SD
3. Recruit and interview potential staff.	SA	A	N	D	SD
4. Observe and evaluate staff performance.	SA	A	N	D	SD
5. Maintain ethical standards expected of a professional educator.	SA	A	N	D	SD
6. Develop and maintain professional relationships with other administrators.	SA	A	N	D	SD
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	SA	A	N	D	SD
8. Develop overall vocational program goals.	SA	A	N	D	SD
9. Implement local board and administrative policies.	SA	A	N	D	SD
10. Develop plans for evaluating instructional programs.	SA	A	N	D	SD
11. Recommend curriculum revisions based on evaluation data.	SA	A	N	D	SD

12.	Establish and implement a curriculum design that will achieve the school's instructional goals.	SA	A	N	D	SD
13.	Recommend potential staff to the administration and board.	SA	A	N	D	SD
14.	Recommend staff promotions and dismissals.	SA	A	N	D	SD
15.	Develop and maintain professional relationships with state department of education personnel.	SA	A	N	D	SD
16.	Promote professional image through personal appearance and conduct.	SA	A	N	D	SD
17.	Develop effective interpersonal skills.	SA	A	N	D	SD
18.	Assess personal performance as an administrator.	SA	A	N	D	SD
19.	Develop working relationships with employers and agencies.	SA	A	N	D	SD
20.	Promote good relationships between vocational and academic education staff.	SA	A	N	D	SD
21.	Assess the need for physical facilities.	SA	A	N	D	SD
22.	Prepare and regulate operational budgets.	SA	A	N	D	SD
23.	Prepare and regulate program budgets	SA	A	N	D	SD
24.	Prepare local, state, and federal reports	SA	A	N	D	SD

Part E -- PROFESSIONAL VALUES

In the following statements "work" or "job" refers to your profession.

1.	A person has a right to expect his work to be fun	SA	A	N	D	SD
2.	To be really successful in life, you have to care about making money	SA	A	N	D	SD
3.	Work is most satisfying when there are hard problems to solve	SA	A	N	D	SD
4.	After you are making enough money to get along, making more money in an occupation isn't very important	SA	A	N	D	SD
5.	To me, it's important in my career to have the chance to get to the top	SA	A	N	D	SD

6.	It's important to do a better job than the next person	SA	A	N	D	SD
7.	Career success is mainly a matter of hard work	SA	A	N	D	SD
8.	Career success is mainly a matter of luck	SA	A	N	D	SD
9.	Even if you dislike your work, you should do your best	SA	A	N	D	SD
10.	If a person doesn't want to work hard, it is one's own business	SA	A	N	D	SD
11.	Work is a good builder of character	SA	A	N	D	SD
12.	It is satisfying to direct the work of others	SA	A	N	D	SD
13.	Work is a way of being of service to religion	SA	A	N	D	SD
14.	To me, a very important part of work is the opportunity to make friends	SA	A	N	D	SD
15.	The main satisfaction a person can get out of work is helping other people	SA	A	N	D	SD
16.	I would like my family to be able to have most of the things my friends and neighbors have	SA	A	N	D	SD
17.	It is more important for a job to offer opportunity than security	SA	A	N	D	SD
18.	To me, work is nothing more than a way of making a living	SA	A	N	D	SD
19.	To me, it's important in an occupation for a person to be able to carry out one's own ideas without interference	SA	A	N	D	SD
20.	It would be hard to live with the feeling that others are passing you up in your occupation	SA	A	N	D	SD
21.	Work helps you forget about your personal problems	SA	A	N	D	SD
22.	To me, it's important in an occupation that a person be able to see the results of one's own work	SA	A	N	D	SD
23.	Getting recognition for my own work is important to me	SA	A	N	D	SD
24.	Career success is mainly a matter of knowing the right people	SA	A	N	D	SD

25.	To me, it's important to have the kind of work that gives me a chance to develop my own special abilities	SA	A	N	D	SD
26.	Sometimes it may be right for a person to lose friends in order to get ahead in one's work	SA	A	N	D	SD
27.	To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society	SA	A	N	D	SD
28.	A person should constantly try to succeed at work, even if it interferes with other things in life	SA	A	N	D	SD
29.	I like the kind of work you can forget about after the work day is over	SA	A	N	D	SD
30.	To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation	SA	A	N	D	SD

Part F -- PROFESSIONAL COMMITMENT

In the following statements the phrase "this person" indicates the person who answers this questionnaire.

1.	This person sincerely cares about the well-being of others	SA	A	N	D	SD
2.	This person demonstrates consistent fairness in one's dealings with others	SA	A	N	D	SD
3.	This person is aware of one's own needs	SA	A	N	D	SD
4.	This person is willing to work hard	SA	A	N	D	SD
5.	This person is willing to accept the consequences of one's own actions	SA	A	N	D	SD
6.	This person values the search for knowledge as much as knowledge itself	SA	A	N	D	SD
7.	This person is sensitive to the goals of others	SA	A	N	D	SD
8.	This person is associated closely with one's work in the profession	SA	A	N	D	SD
9.	The concern of other people are of interest to this person	SA	A	N	D	SD

10.	This person feels free to examine and question ideas	SA	A	N	D	SD
11.	This person can recognize one's own weaknesses	SA	A	N	D	SD
12.	This person is willing to reexamine one's own attitudes	SA	A	N	D	SD
13.	This person works hard to make a thing successful	SA	A	N	D	SD
14.	This is a person of utmost sincerity	SA	A	N	D	SD
15.	This person welcomes new experiences	SA	A	N	D	SD
16.	This person shares responsibility for the welfare of the group	SA	A	N	D	SD
17.	This person is concerned with understanding the world in which one lives	SA	A	N	D	SD
18.	This person can foresee possible outcomes of own action	SA	A	N	D	SD
19.	This person avoids dominating others	SA	A	N	D	SD
20.	This person is able to accept one's weaknesses	SA	A	N	D	SD
21.	This person puts forth much effort for success in the profession	SA	A	N	D	SD
22.	This person values the search for truth as much as truth itself	SA	A	N	D	SD
23.	This person willingly makes whatever effort is necessary to insure success of an enterprise	SA	A	N	D	SD
24.	This person is creative	SA	A	N	D	SD
25.	This person overcomes outside force or domination	SA	A	N	D	SD
26.	This person accepts the responsibility of freedom	SA	A	N	D	SD
27.	This person enjoys the give and take of controversy	SA	A	N	D	SD
28.	This person can foresee possible outcomes of group action	SA	A	N	D	SD
29.	This person is willing to change one's attitudes	SA	A	N	D	SD

30.	This person produces work that has unique qualities	SA A N D SD
31.	This person seeks to understand oneself better	SA A N D SD
32.	This person strives to improve one's abilities	SA A N D SD
33.	This person is able to recognize one's limitations	SA A N D SD
34.	This person initiates relations with others	SA A N D SD
35.	This person can face oneself honestly	SA A N D SD

Part G -- PROFESSIONAL SATISFACTION

In the following statement "work" or "job" relates to your profession.

1.	On my job, when I do a piece of work, I know that I'll get enough praise for it	SA A N D SD
2.	Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow-workers	SA A N D SD
3.	When I've finished a day's work I can really be satisfied with the knowledge that I've used all my skills and abilities	SA A N D SD
4.	In the course of my work, I have all the opportunity I might want to direct others	SA A N D SD
5.	My work results in benefits to many people	SA A N D SD
6.	My work offers me a real opportunity for self-expression	SA A N D SD
7.	The income I receive from my job enables me to live in a manner which I consider adequate	SA A N D SD
8.	I do not have to do anything on my job which is not in accordance with my ideas of right and wrong	SA A N D SD
9.	In my work, I get all the assistance I need	SA A N D SD
10.	There is ample opportunity in my work to use my ingenuity and inventiveness	SA A N D SD
11.	I feel that my job is a secure one	SA A N D SD
12.	I have as much freedom as I want on my job	SA A N D SD

13.	In my work, I always get the credit I deserve for any work I do	SA A N D SD
14.	I have to concentrate and put forth some effort to do my work, but it is not too hard for me	SA A N D SD
15.	I often have to think up some new ways of doing things and solving problems in the course of my work	SA A N D SD
16.	My job gives me plenty of opportunity to enjoy time with my family and friends	SA A N D SD
17.	On my job I am free from too much supervision	SA A N D SD
18.	I have as much responsibility as I want with respect to supervising the work of others	SA A N D SD
19.	My work is as worthwhile as most others where I would want to be with respect to help other people	SA A N D SD
20.	In my job, I am completely free of any worry about violating my religious or ethical values	SA A N D SD
21.	On my job, I can always act just the way I picture myself--I don't have to act like somebody else	SA A N D SD
22.	I get all the help and advice that I need from my supervisors	SA A N D SD
23.	My job is quite permanent. It will be there as long as I might want it. If not, I at least know that I'll always have some sort of adequate income	SA A N D SD
24.	My present job enables me to have a good social standing	SA A N D SD

----- THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE -----

APPENDIX D

PENNSYLVANIA POSTSECONDARY VOCATIONAL TECHNICAL SCHOOLS

American Institute of Drafting
Automotive Training Center
Bucks County Community College
Butler County Community College
Center for Degree Studies
Central Montgomery Area Vocational Technical Schools
Computer Systems Institute
Daryl School of Trades
Dean Institute of Technology
Du Bois School of Traders
Eastern Northampton Vocational Technfcal School
Electronic Institutes
Erie Institute of Technology Inc.
Fayette Institute of Communicial Technology
Gateway Technical Institute
Greater Johnstown Area Vocational Technical School
Greensberg Institute of Technology
Harrisburg Area Community College
Hazelton Area Vocational Technical School
Johnson School of Technology
Lehigh County Community College
Lincoln Technical Institute
Lyons Technical Institute
Mccarrie School of Health
Northampton Area Community College
Northeastern Training Institute
Northumberland Area Technical School
Opportunities Industrial Center (Erie County)
Opportunities Industrial Center (Daupnin County)
Opportunities Industrial Center (Allegheny County)
Opportunities Industrial Center (Philadelphia County)
Penn Technical Institute
Pennco Tech
Pennsylvania Institute of Technology
Penn State Altoona Campus
Penn State Beaver Campus
Penn State Berks Campus
Penn state Delaware County
Penn State Du Bois Campus
Penn State Fayette Campus
Penn State Hazleton Campus
Penn State Kensington Campus
Penn State McKeesport Campus
Penn State Mont Alto Campus
Penn State Ogontz Campus

Penn State Schuylkill Campus
Penn State Shenango Valley Campus
Penn State Wilkes-Barre Campus
Penn State Worthington Scranton Campus
Penn State York Campus
Pennsylvania Rehabilitation Center
Philadelphia Technical Institute School of Trades
Philadelphia Wireless Technical Institute
Pittsburgh Technical Institute
Reading Area Community College
Rosedale Technical Institute
South Schuykill Area Vocational Technical School
Technician Training School
Trinagle Institute of Technology
Vale Technical Institute
Washington Institute of Technology
Westmoreland County Community College
Williamsport Area Community College